DOCUMENT RESUME

ED 088 414 IR 000 212

TITLE	The Development of an Instructional Television Publication: ITV: Promise Into Practice. An ESEA Title III Project Termination Report.
INSTITUTION	Columbus Public Schools, Ohio. Dept. of Evaluation, Research, and Planning.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
REPORT NO	45-71-202-2
PUB DATE	30 Apr 73
NOTE	218p.; See also ED 071 392
EDRS PRICE	MF-$0.75 HC-$10.20
DESCRIPTORS	Curriculum Design; Curriculum Development; Curriculum Planning; Elementary Grades; Guides; Inservice Teacher Education; Instructional Innovation; *Instructional Media; Instructional Technology; *Instructional Television; Manuals; Preservice Education; Program Descriptions; *Programing (Broadcast); Projects; Publications; Secondary Grades
IDENTIFIERS	Columbus Public Schools; Elementary Secondary Education Act Title III; ESEA Title III; Ohio

ABSTRACT

The Columbus Ohio Public School system conducted a project to develop an instructional television (ITV) publication. The project's major goals were to: 1) develop a rationale for using ITV to enhance learning; 2) produce a book for preservice and inservice educators which would examine ITV in relation to the foundations of education, as well as survey available ITV programing and usage; and 3) stimulate creative use of ITV in Ohio. Needs were surveyed, interviews conducted and literature reviewed. Following this, 33 objectives were identified and the book, "ITV: Promise Into Practice," was written and evaluated by three judges and a random sample of Ohio educators. Analysis of the data showed that 30 of the objectives were attained. Readers judged that the book provided the needed background for making rational curriculum decisions relevant to ITV. Additional printings of the report, containing a full review of data collection, production, evaluation and dissemination activities, were authorized and made available from the Ohio Educational Media Center, The Ohio Department of Education. (Author)

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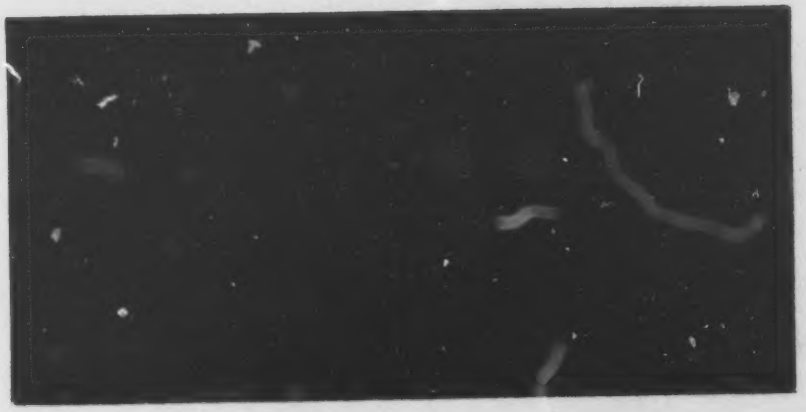

COLUMBUS PUBLIC SCHOOLS

DEPARTMENT OF EVALUATION, RESEARCH AND PLANNING
DIVISION OF SPECIAL SERVICES
COLUMBUS, OHIO

IR 000 212

ED 088414

THE DEVELOPMENT OF AN INSTRUCTIONAL TELEVISION PUBLICATION ITV: PROMISE INTO PRACTICE

AN ESEA TITLE III
PROJECT TERMINATION REPORT

THE COLUMBUS PUBLIC SCHOOLS
270 EAST STATE STREET
COLUMBUS, OHIO 43215

April 30, 1973

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John Ellis, Superintendent

CONTENTS

Page

PART I Final ESEA Title III Basic Data Form 2 (BD-2) 2

PART II Narrative Section

A. Summary 7

B. Context Description 10

1. The Locale: Population and Economic Patterns 10
2. School Systems in Ohio: Organization and Financial Status 11
3. Special Factors: Historical Background and Needs Assessment 11

C. Program Explanation 13

1. Scope of the Program 13
2. Personnel 16
3. Procedures 19
4. Budget 31
5. Cooperating Agencies 32

D. Evaluation of Activities and Outcomes 33

1. Introduction 33
2. Objectives 33
3. Evaluation Methodology 35
4. Analysis of the Data 37
5. Summary 39
6. Conclusion 52

E. Dissemination 53

F. Recommendations 55

G. Eric Resumé 56

Appendices

A. National ITV Personnel Needs' Survey: Questionnaire and Cover Letters 57

B. National ITV Personnel Needs' Survey: Questionnaire Respondents 61

C. National ITV Personnel Needs' Survey: Composite Questionnaire Responses 70

D. National ITV Agencies and Leaders: Sample VIP Letters 88

E. National ITV Agencies and Leaders: VIP Letter Recipients . . . 91

F. National ITV Agencies and Leaders: Selected Most Valuable Responses from VIP's 95

G. Ohio ITV Personnel Interviews: Topical Outline 105

H. Teacher and Administrator Interviews: Topical Outline 107

I. Final Content Outline of ITV: Promise Into Practice 109

J. Deleted Chapter on Organization and Administration 112

K. Deleted Chapter on Hardware 125

L. Permissions to Quote Other Sources: Sample Letter and Checklist of Grants 141

M. Library of Congress Number: Application and Grant 146

N. Book Specifications 149

O. Dissemination Letters 151

P. Feedback: Agencies Requesting Additional Books Within Two Months of Publication 158

Q. Evaluative Instruments 166

R. Per Cent of Favorable Evaluative Ratings, Z-Scores and Attending P-Values for Each ITV Guide Blueprint Objective . . 184

S. Per Cent of Unfavorable Evaluative Ratings by Attitudinal Group 187

T. P_i-P_j Differences Including Z-Score P-Values Among the Attitudinal Sub-Groups for Each ITV Guide Blueprint Objective 190

U. Chi-square Analyses of the Crossbreaks and Contingencies Associated with the Attitudinal and Demographic Variables Collected from the Survey Sample Respondents 193

SUBMIT IN TRIPLICATE

OHIO DEPARTMENT OF EDUCATION

ESEA TITLE III

781 Northwest Boulevard
Columbus, Ohio 43212

ITV Publication

BASIC DATA FORM 2

Due Date: August 1 or ninety (90) days following grant termination, whichever occurs first

SECTION A – GENERAL INFORMATION

PROJECT TITLE	PROJECT NUMBER
Development of an Instructional Television Publication	45-71-202-2

Applicant Agency	Address (complete)
Board of Education of the City School District of Columbus, Ohio	Administration Office 270 East State Street Columbus, Ohio County Franklin

Name of Project Director	Address (complete)	Telephone Number / Area Code
L. W. Huber Assistant Superintendent, Instruction	Administration Office 270 East State Street Columbus, Ohio 43215	225-2715 614
Superintendent John Ellis	Administration Building 270 East State Street Columbus, Ohio 43215	225-2888 614

Signature of Superintendent	Date

SECTION B – SCHOOL POPULATION AND PARTICIPATION DATA

Enrollment Data on or Near the Previous October 1		Number of Children: Pre-Kinder-Garten	Kinder-Garten	Grades 1-6	Grades 7-12	Adults	Staff Receiving Inservice Training	Total
1. Total Enrollment of School District(s) Served by Title III Project	Public	765	7,782	49,977	47,691	[redacted]		106,215
	Nonpublic	0	0	6,543 *	4,238 **			10,781
2. Total Enrollment of Schools Served by Title III Project	Public	765	7,782	49,977	47,691			106,215
	Nonpublic	0	0	6,543	4,238 **			10,781
3. Persons Directly Participating in the Title III Project	Public							
	Nonpublic	[redacted]				[redacted]		

4. Direct and Indirect Participation of Students, Teachers and Counselors

Type of School	Direct Participation: Teachers: Elementary	Teachers: Secondary	Counselors: Elementary	Counselors: Secondary	Indirect Participation: Teachers: Elementary	Teachers: Secondary	Counselors: Elementary	Counselors: Secondary	Students: Elementary	Students: Secondary
Public	140	80			2,423	2,262	29	131	58,524	47,691
Nonpublic	10	5			319	217	0	6	6,543 *	4,238 **

BD 2-1

*Non-public schools are set up on an 8-4 plan. Number reported in grades 1-6 of non-public schools is for grades 1-8.

**Number reported in grades 7-12 is for grades 9-12.

SECTION C – ETHNIC, TARGET POPULATION, AND RURAL/URBAN PARTICIPATION

1. PARTICIPANTS REPORTED IN B-3, PREKINDERGARTEN THROUGH ADULT BY ETHNIC GROUPS	Negro American	Indian American	Oriental American	Spanish surnamed American (Mexican, Puerto Rican, Cuban descent)	Caucasian	Other
Number of Participants						
Percent of Participants						

2. PARTICIPANTS REPORTED IN B-3, PREKINDERGARTEN THROUGH ADULT BY TARGET POPULATION	Migrants	Disadvantaged	Handicapped	Early Childhood Education	Other–Specify	
Number of Participants						

3. PARTICIPANTS REPORTED IN B-3, PREKINDERGARTEN THROUGH ADULT BY RURAL/URBAN DISTRIBUTION	Rural		Standard Metropolitan Area		Other Urban	
	Farm	Nonfarm	Low Socioeconomic Area	Other	Low Socioeconomic Area	Other
Percent of Total Number Served						

SECTION D – PERSONNEL FOR ADMINISTRATION AND IMPLEMENTATION OF PROJECT

Type of Paid Personnel	Project Staff Paid with Title III Funds				Project Staff Not Paid with Title III Funds and Volunteers			
	Full Time	Part Time		Full Time Equivalent	Full Time	Part Time		Full Time Equivalent
		Half or greater	Less than half			Half or greater	Less than half	
1. Administration/Supervision		1		.5		1		.5
2. Teachers								
a. prekindergarten								
b. kindergarten								
c. grades 1-6								
d. grades 7-12								
e. other								
3. Subject matter specialists (Artists, scientists, etc. other than regular teachers)								
4. Technicians (audiovisual, etc.)								
5. Pupil personnel workers (Guidance, counseling, testing, attendance and school social work)								
6. Health services personnel (Medical, dental, psychiatric)								
7. Researchers and evaluators			4	.11			180*	1.28
8. Planners and developers								
9. Disseminators (writers, public relation personnel, etc.)								
10. Other professionals			9**	1.20			3	59
11. Paraprofessionals (education aides, etc.)								
12. Other nonprofessionals (clerical, pupil transportation food services, etc.)			1	.4				

*180 teachers participated in field testing and evaluating the final product. They were not paid for their service.

**Includes 4 consultant-reviewers, 1 writer, 3 designers, and 1 editor.

SECTION E – PERSONS SERVED BY TITLE III PROJECT AND ESTIMATED COST									COMPLETE ONLY IF PROJECT HAS TERMINATED
MAJOR PROGRAMS OR SERVICES	Number of pupils by grade level (public and nonpublic schools)				Number of nonpublic school pupils	Number of adults (exclude staff receiving training and project staff members)	Number of staff who received inservice training	Total estimated cost	Indicate per cent of each program or service that is being continued without Federal Funds
	Pre-Kindergarten	Kindergarten	Grades 1-6	Grades 7-12					
A. Direct educative services (Teaching and aiding teaching)									
1. Basic skills									
a. Remedial									
1) English language arts (except reading)									
2) Reading									
3) Cultural									
4) Social sciences/social studies									
5) Natural science and mathematics									
6) Other – specify									
b. Nonremedial (regular) & enrichment									
1) English language arts (except reading)									
2) Reading									
3) Cultural									
(a) Foreign languages (classical & modern)									
(b) Arts (music, theater, etc.)									
4) Social sciences/ social studies									
5) Natural sciences and mathematics									
6) Other – specify									
B. Special education									
1. Handicapped									
2. Gifted									
C. Supporting services									
1. General administration									
a. Information dissemination									
b. Other									
2. Instructional administration									
a. School wide direction and management									

SECTION E – PERSONS SERVED BY TITLE III PROJECT AND ESTIMATED COST (Continued)

MAJOR PROGRAMS OR SERVICES	Number of pupils by grade level (public and nonpublic schools)				Number of nonpublic School pupils	Number of adults (exclude staff receiving training and project staff members)	Number of staff who received inservice training	Total estimated cost	COMPLETE ONLY IF PROJECT HAS TERMINATED: Indicate per cent of each program or service that is being continued without Federal Funds
	Pre-Kindergarten	Kindergarten	Grades 1-6	Grades 7-12					
b. System wide direction and management									
c. Instructional supervision									
3. Program development									
x a. Research & development								7,280	
x b. Planning								8,446	
x c. Evaluation								2,720	
d. Demonstration									
4. Personnel development									
5. School library resources and other instructional material (except equipment)									
a. Audiovisual materials									
x b. Books, periodicals and other printed materials (except textbooks)								12,554*	100% **
6. School library, audiovisual & other media personnel									
7. Pupil services									
a. Guidance and counseling									
b. Testing									
c. School psychological services									
d. Attendance & school social work									
e. Health services									
f. Pupil transportation									
8. Capital outlay									
a. Sites and buildings									
b. Equipment									
1) Audiovisual									
2) Other instructional equipment									
3) Noninstructional equipment									
D. Improving classroom instruction: flexible scheduling, individual instruction, etc.									
E. Community service or participation									

*Typesetting and printing costs.

**Distribution of the product is being carried out by the Ohio Department of Education.

SECTION F - REPLICATION OF ESEA TITLE III PROJECT BY OTHER SCHOOL DISTRICTS

According to your best information, list the name and location of school districts which have replicated to some degree components of the ESEA Title III project reported on this form. (Add additional lines if necessary).

NAME	LOCATION

A. SUMMARY

THE DEVELOPMENT OF AN INSTRUCTIONAL TELEVISION PUBLICATION: ITV: PROMISE INTO PRACTICE

The Columbus Public Schools' Project, The Development of an ITV Publication, had three major objectives in 1971-73:

1. To develop a comprehensive rationale for using instructional television to enhance learning

2. To produce a book for preservice and inservice teachers and school administrators in Ohio which would

   a. be provocative enough in language and layout to be read

   b. provide a background upon which teachers could make rational curriculum decisions regarding the use of ITV

   c. provide a broad look at ITV in relation to the foundations of education--to society today, to what seems to be most worth knowing, and to what is known about the process of learning

   d. provide practical information--available kinds of ITV programming and how teachers and students could use the medium wisely

3. To stimulate optimum creative use of ITV in Ohio.

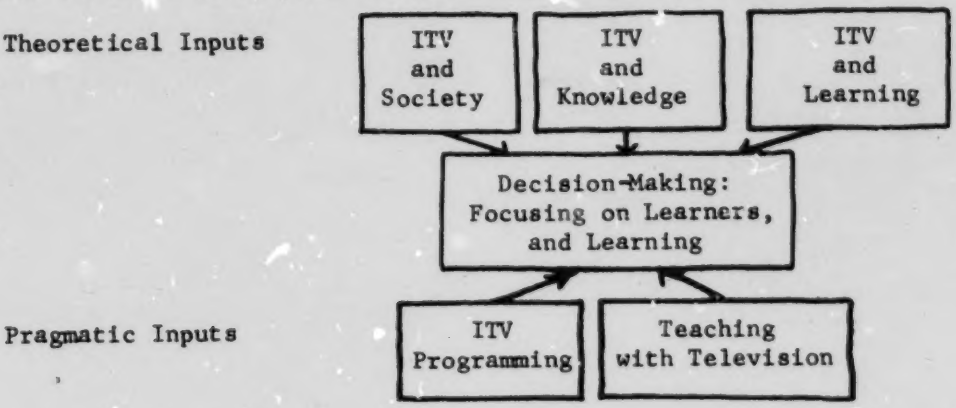
In addition, 33 blueprint objectives were identified and classified as specific knowledge, skills, and attitudes which readers should attain.

The primary audience consisted of teachers and educational administrators in the two-thirds of Ohio who, prior to 1973, had not had access to instructional television (ITV), but from the start of the project a secondary and wider audience of educators in the United States was identified--specifically those most likely to disseminate the content widely via in-service workshops, ITV foundation or public TV station sponsored programs, and college courses in teacher education.

In the base-line data collection phase of the project: a national ITV leader survey of utilization needs was designed, administered, and analyzed; existing utilization guides were collected and analyzed; a thorough survey of the literature was made; correspondence was carried on with national media organizations; ITV managers of Ohio ETV stations, teachers throughout the state, and Ohio Educational Television Network and Ohio Department of Education officials were interviewed; and the content outline and style of the publication were developed and revised as a result of continuing informal evaluations by teachers, administrators, and ITV personnel.

During the production phase: a first draft was written; four widely-known authorities in education and television were selected as on-going consultant-reviewers; they received and reviewed each chapter as it was produced; the entire manuscript was revised and edited; a designer was selected who could produce a layout in which one-third of the message could be carried visually; and after a precise dummy layout of text art with final manuscript was made, ITV personnel, students and teachers reacted to the complete package.

The publication, entitled ITV: Promise Into Practice, provides a broad look at ITV in relation to the foundations of education and also focuses on practical utilization information. The following model was developed to provide a comprehensive background upon which educators could make rational curriculum decisions regarding the use of ITV.



In the dissemination phase, the 10,000 copies were distributed in the following ways. In Ohio, one copy went to each public and nonpublic school, each superintendent of schools, and the chief curriculum director in each school system. Each four year (or more) accredited college and university in Ohio received three copies. Ohio agencies which received copies for further distribution included The Ohio State Library Board, The Ohio Educational Media Center, The Columbus Public Schools, the eight Ohio ETV Corporations, The Ohio Educational Television Network Commission, and the ESEA Title III Office. Nationally, all surveyed ITV personnel and agencies received copies, as did each State Department of Education and each ITV foundation or PTV station in the United States.

In the evaluation phase, the evaluation techniques enployed consisted of a two stage survey methodology with appropriate analyses. Three expert judges responded to one evaluative instrument, and a sample of Ohio teachers and administrators participated in a readers' survey. The evaluation demonstrated that the ITV Guide met all but three of its thirty-three blueprint objectives and that the attitude of a potential Guide user toward the use of ITV must be considered before the Guide can be most effectively utilized in any education process. It is the conclusion of the ITV Guide evaluation that the published Guide is of educational value due to the reliability of its production. The project met its over-all objectives.

It is recommended that those Guide blueprint objectives not fully met be considered for further revision in any future edition of the Guide, and that these further developed Guide sections be evaluated before inclusion in a second edition volume.

Within three months of distribution, unsolicited requests for over 1,000 additional copies had been received from all over the country, and second printing of the first edition had been authorized to be distributed by The Ohio Educational Media Center.

These indicators of success should justify the recommendations that a revised second edition of the book should be undertaken in the future, that follow up studies of the book's use should be made, and that additional on-going inservice and preservice programs should be organized for the book to be most effectively used.

B. CONTEXT DESCRIPTION

1. The Locale: Population and Economic Patterns

Ohio, sixth largest state in the nation, is the locale for the project ITV: Promise into Practice. Of its 10½ million residents, 90% are white, 9% black, and 1% Spanish-speaking. These residents are not, of course, distributed evenly throughout the state: 75% live in urban areas and 25% in rural areas (only 5% on farms), and minority groups further tend to cluster within the inner city of each metropolitan area. This rather nonhomogeneous distribution of the state's different ethnic and racial populations presents a real challenge to the planners and producers of instructional television programming.

Ohio is a fairly prosperous state, with more than half of its families having a yearly income greater than $10,000. Its unemployment rate, consistently below the national average, is currently in a downtrend, having dropped from 5.4% in June, 1972 to 3.7% (versus the national average of 5.2%) in December, 1972. The state ranks very high industrically (first in production of rubber tires, motorcycles and bicycles, and electrical appliances), and its farm income is thirteenth largest in the country. Approximately 50% of all females 18 years and older are in the labor force. No one occupation dominates the state's work force: for males, the largest group of workers are craftsmen, foremen, etc. (21.2%), operators, except transport (18.0%), professional and technical (12.5%), and managers and administrators, except farm (9.5%); for females, the largest are clerical (33.0%), service, except private household (16.6%), professional and technical (14.2%), and operators (12.6%).

The median age of all residents is 27.7, but 40% are less than 20 years old. Concerning education, 97% of all children 7 through 15 years old are in school, as are 92% of those 16-17, and 73.4% of those 5-6. The median number of years of school completed by all people over age 25 was 12.1 in 1970, up from 10.9 in 1960; the trend is toward more education for all residents.

The state has its disadvantaged residents, too. For example, although the median family income was $10,313 in 1969, nearly 365,000 families (11.6% of the total) had income less than $4,000. And as of November, 1972, approximately 615,000 people (5.7%) were receiving public assistance of some kind, the largest groups being the 428,210 ADC recipients (fatherless families) and the 52,357 ACDU recipients (mother, unemployed father, and children). There were also 44,062 disabled, 45,926 aged, and 39,312 general welfare cases, as well as 2,484 blind recipients. Technical schools and continuing education programs are being developed and located throughout the state; hopefully this will decrease the number of unemployed and disadvantaged residents.

2. School Systems in Ohio: Organization and Financial Status

The ITV publication project was designed to serve all public and non-public schools in Ohio since broadcast ITV programming is now available to nearly every school in Ohio with the construction of four new stations and the expanded coverage of two older stations in 1973.

About 2,693,438 pupils are enrolled in grades K through 12 in the 5,173 schools in Ohio. During the past year, the enrollment in non-public schools declined sharply, and for the first time in several decades, the public school enrollment showed a slight decrease. This slight decrease is expected to continue throughout the 1970's.

The range of per pupil costs in Ohio schools is from a low of $489 to a high of $2,419 with $795 being the average per pupil cost. The new state income tax in Ohio has provided some shift away from the heavy emphasis on local property tax funding to state income tax funding. Instructional television programming is seen as one way to provide high quality teaching to all schools in Ohio.

3. Special Factors: Historical Background and Needs Assessment

Historically, Ohio has been a pioneering state in the use of educational broadcasting. For example, Cleveland was the first school system in the country to establish a school radio station, and Cincinnati was the first city in the country to build a community educational television station.

Approximately half of Ohio educators have had access to and the opportunity to utilize the ITV programming carried by public television stations for many years--those in the Cincinnati area (WCET-TV) since 1954, in the Columbus area (WOSU-TV) since 1956, in the Oxford area (WMUB-TV) since 1959, in the Toledo area (WGTE-TV) since 1960, in the Athens area (WOUB-TV) since 1963, in the Newark area (WGSF) since 1963, in the Bowling Green area (WBGU-TV) since 1964, and in the Cleveland area (WVIZ-TV) since 1965. These stations provide a signal covering about one-third of the state. Thus, educators in these areas have at least had the opportunity to become involved with instructional television--and some have had nearly 20 years experience in utilizing the medium to enhance learning. Many schools in Ohio also utilized the ITV programming of the Midwest Program on Airborne Television Instruction (MPATI) between 1961 and 1968.

However, of Ohio's 88 counties, 55 have been either totally without PTV coverage or have received only partial coverage. To provide total coverage for the State of Ohio, the Ohio Educational Television Network Commission is establishing new stations (WOUC-TV in Cambridge, WOET-TV in Dayton, WPBO-TV in Portsmouth, and WNEO-TV in Salem) and is expanding the coverage areas of WBGU-TV, Lima/Bowling Green and of WOSU-TV, Columbus. By the end of 1973, when the new transmitting facilities are operationalized, nearly every school in Ohio will be able to receive broadcast instructional television.

Thus, the ITV Publication Project originally was conceived as introducing ITV to educators in the two-thirds of the state who had not previously had experience with ITV. In time, the audience was broadened to include experienced users of ITV due to recent improvements in programming and delivery systems with which many educators were not familiar. In addition, no other Ohio publication had been available in the past.

The project idea was initiated by the Assistant Superintendent of Instruction, The Ohio Department of Education, who serves as the coordinator of the ITV activities of the State Department of Education. He is assisted in this task by an ITV advisory council consisting of all the ITV coordinators from the local ETV foundations and other school administrators whom he appoints.

The Columbus Public School System, which has been producing and using ITV programming since 1956, became interested in developing a publication which would provide information that would stimulate optimal use of ITV as a medium of instruction throughout the State of Ohio. A Title III project proposal was developed, and the project began operating in February, 1971. The final product, ITV: Promise Into Practice, was published in December, 1972 and coincided with the opening of the first new station.

C. PROGRAM EXPLANATION

1. Scope of the Program

Following the needs assessment phase of the ITV Publication Project, the following broad aims were established:

1. To develop a comprehensive rationale for using instructional television to enhance learning

2. To produce a book for pre-service and in-service teachers and school administrators in Ohio which would

   a. be provocative enough in language and layout to be read,

   b. provide a background upon which teachers could make rational curriculum decisions regarding the use of ITV

   c. provide a broad look at ITV in relation to the foundations of education--to society today, to what seems to be most worth knowing, and to what is known about the process of learning,

   d. provide practical information--available kinds of ITV programming and how teachers and students could use the medium wisely

3. To stimulate optimum creative use of ITV in Ohio.

The following specific objectives of the publication were then established:

KNOWLEDGE	SKILLS	ATTITUDES
The reader needs to understand:	The reader needs to learn how:	The reader needs to become:
1. That television is basically a delivery system capable of carrying instructional programming of varying quality.	1. To influence the quality of programming.	1. Willing to assess his needs and make suggestions for programming.
2. That hundreds of instructional television series are available for broadcasting over Ohio's open-circuit facilities.	2. To participate in the selection and evaluation processes of televised series.	2. Appreciative of the wide range of programming available and willing to assist in getting what he needs.

The reader needs to understand:	The reader needs to learn how:	The reader needs to become:
3. That different methods exist through which ITV programming is delivered to the classroom.	3. (Administrative) To obtain a TV system which will allow for the most flexible scheduling of programming.	3. Entbusiastic about the possibility of receiving programming when it is needed.
4. That television series are designed to influence curricula in different ways, e.g., providing core information, enriching or supplementing existing school programs, etc.	4. To select the type of series which best fulfills his needs and to adapt his teaching activities so that optimum use is made of the selected series.	4. Willing to experiment with his role as teacher.
5. That teachers' manuals accompany television series.	5. To use the information in the manual for (a) integrating a TV series into yearly plans of learning experiences. and for (b) integrating each telelesson into daily plans of learning experiences.	5. Appreciative of advance information and teaching suggestions in teachers' manuals and willing to use the manuals to integrate TV series better into students' learning experiences.
6. That teachers have successfully evolved different uses for TV series: a) for individuals, small groups, large groups, b) for cutting across subject areas.	6. To maintain autonomy and to arrange for the most optimal use of ITV series or programs.	6. Willing to experiment with his use of existing TV programming.
7. That students' attitudes toward ITV usually reflect the attitudes of their teachers.	7. To create a favorable climate for viewing televised series, both physical climate and social-emotional climate.	7. Willing to arrange for optimal viewing conditions and willing to approach ITV usage with an open mind.
8. That teachers' attitudes toward ITV usually reflect the attitudes of their administrators.	8. (Administrators) To assist teachers in getting what they need when they want it. To make the use of ITV as trouble free as possible for teachers.	8. Willing to consider the potentialities of ITV and to provide leadership in improving its use.

The reader needs to understand:	The reader needs to learn how:	The reader needs to become:
9. That with VTR's, teachers and students can produce their own programming.	9. To operate VTR's.	9. Willing to experiment with videotaping.
10. That parents and the larger community need to be informed regularly about the local uses of ITV and about the values of using television to enhance learning.	10. To keep the public informed on the uses and values of ITV and to communicate their needs for additional programming and/or equipment.	10. Willing to promote the use of ITV on the basis of its value for students.
11. That a state ETV network and regional ITV foundations exist to serve educators' needs.	11. To communicate needs, problems, and solutions to problems to instructional television personnel.	11. Eager to obtain the service of state and regional ITV personnel for improving the use of classroom television.

During the last six months of the project, the specific objectives were modified slightly when the decision to omit two chapters was made. The two chapters (see Appendixes J & K) focused on (1) organization and administration of ITV in Ohio and (2) hardware. Both contained materials which were rapidly becoming outdated. Neither situation was going to stabilize within the near future. Thus, Knowledge, Skill, and Attitude Objectives 8 and Skill Objective 3 were dropped.

Two specific Knowledge Objectives were added during the last year:

To provide the reader with a comprehensive rationale for using instructional television to enhance learning.

To provide the reader with case studies and many examples of making optimal use of instructional television.

The primary audience consisted of teachers in Ohio, but from the start of the project the wider audience of educators in the United States was designated as the secondary audience. The final distribution of the 10,000 copies of the book indicates the original intent to place the book in the hands of those most likely to disseminate the content widely via college courses in teacher education, in-service workshops, ITV foundation or PTV station sponsored programs, etc. Those served most directly, it must be assumed, are the recipients of the 10,000 mailed copies of the book. In Ohio, one copy was mailed to each public and non-public school, each superintendent of schools, and the chief curriculum director in each school system. Each four year (or more)

accredited college and university in Ohio received three copies--one to the Education Department, one to the Speech or Radio-TV Department, and one to the Educational Media or Audio-Visual Center. Ohio agencies which received copies for further distribution included the Ohio State Library Board, the Ohio State Educational Media Center, The Columbus Public Schools, the eight Ohio ETV Corporations, The Ohio Educational Television Network Commission, and the ESEA Title III Office. Since surveyed ITV personnel and agencies from other states participated in needs assessment, contributed ideas for the publication, and requested copies of the book to use in improving ITV utilization in their areas, the audience also peripherally included all ITV leaders, each State Department of Education, and each ITV foundation or PTV station in the United States.

One other characteristic of the diverse nature of the intended audience for the book should be noted. The primary audience included some Ohio educators with many years of experience in using ITV to enhance learning (some with nearly 20 years experience) and others in two-thirds of the state who have never had access to instructional television. Thus, the book was designed to appeal to readers falling anywhere within such a broad spectrum of past experiences.

2. Personnel

The total staffing requirements for the ITV Publication Project included a project supervisor, a teacher-evaluator, a researcher, a writer to co-author the manuscript with the project supervisor, an editor, a designer, a design consultant, two assistant designers, four on-going consultant reviewers, three judges, and a secretary.

The project supervisor worked full time for the initial 25 weeks of the project and half-time through the remainder of the project. Her qualifications included an Ohio Teaching Certificate, a Ph.D in educational communications, 14 years of teaching experience at the elementary, secondary, and college levels, 6 years of experience as an instructional television writer, producer, teacher, and consultant, and previous authorship and co-authorship of four books. She assumed responsibility for coordinating all phases of the program and participated in the selection and supervision of all personnel.

In the base-line data collection phase, she designed and administered a national ITV leader survey of utilization needs; collected and analyzed existing utilization guides; corresponded with leaders of national media organizations; visited and interviewed ITV managers of Ohio ETV stations, teachers in their areas, the manager of the Ohio Educational Television Network, and the Assistant Superintendent of Instruction for the State of Ohio; reviewed the literature of the field; and developed the content outline and style of the publication. In the production phase, she wrote five of the seven final chapters, selected and corresponded with the three on-going consultant reviewers, revised

(with the co-author and editor) the entire manuscript in response to the reviewers' comments, compiled the bibliography, obtained permissions for quotes in the book, conferred with the designers, typesetters, and printers, and did final editing of the publication. In the evaluation phase, she selected the judges and wrote the first draft of the judges' instrument, edited the instrument for the readers' survey, and consulted with the teacher-evaluator. In the dissemination phase, she devised the distribution plan, wrote drafts of cover letters to different types of recipients, and coordinator the delivery and mailing of the book.

The co-author joined the project on a performance contract basis after the decision was made to produce a longer, more comprehensive book which included a sound theoretical rationale for using ITV. The co-author, a Vassar graduate with extensive additional study in communication theory, is a free-lance writer who has contributed to Vogue, Mademoiselle, New York Times Magazine, New York Herald Tribune, Ford Times, and Lincoln-Mercury Times. She also has done rewrite and editorical work on several books.

Her duties included: assisting with the review of the literature (locating sources, reading and summarizing essential information on notecards); interviewing teachers, administrators and ITV personnel; assisting in outlining and finalizing the style and layout of the publication; doing the original writing of two chapters; and assisting with the final revisions of the entire book in light of the comments by the consultant-reviewers and by the editor. Altogether, she worked approximately 1,000 hours on the project.

The designer, a professor of visual communication design at The Ohio State University, was selected on the basis of his comprehending the authors' objective of having at least one-third of the message carried by visuals since the subject was the visually-oriented medium of television. His special qualifications include an interest in communication forms and previous authorship of articles/visuals produced for Natural History, Architectural Review (London), Landscape Architecture, AV Communications Review, Esquire, Gourmet, Harper's, The New York Times, and many others.

The designer's duties included drafting of the problem analysis, identifying predicted variables, generating a critical flow path, conferring with authors and Richard Coldren of the Columbus Board of Education, preliminary visiting of printers, typography houses, and paper companies, taking background photographs at Kent State University and Columbus and Worthington Public Schools, preparing the rough dummy, preliminary visualization of text context for evaluation, executing line drawings and photograms, and preparing and submitting print specifications. In the final production stage, his activities included:

Making a precise dummy layout of text-art with final manuscript
Marking-up all copy for the typographer

Pasting-up all reproduction text-art with two assistants
Pasting-up, positioning, and keying-lining all art-photos to plates
Finishing cover art and making overlay-color separations
Conferring with printer concerning specifications
Making critical check of brown print
Giving final approval of quality control of printing

During the planning, development, and production phases, the designer worked approximately 600 hours on the project. Two design assistants worked a total of approximately 250 hours during the physical production phase.

Four widely known authorities in education and television were selected as on-going consultant-reviewers of the developing manuscript. One is the author of the largest selling audio-visual textbook ever published; one is a prolific educational writer and the past president of The Association for Supervision and Curriculum Development; another is the research director of the world's largest instructional television library; and the fourth is the director of school television and assistant manager of Ohio's largest public television station. All four have Ph.D's in education or communications.

Each received rough drafts of the chapters as they were produced, wrote lengthy and extremely helpful reviews of the chapters, and returned the rough drafts with copious suggestions pencilled in. Their services must have required at least two full days of work per reviewer.

Three judges of the finished product were selected by the project supervisor after consultation with the Columbus Public School Director of Radio and Television Education, the Ohio State Department of Education Assistant Superintendent of Instruction, and one of the consultant reviewers. To get a diverse panel of judges, the individuals were selected to represent the points of view of: 1) an Ohio ITV director, 2) a Canadian public television station manger, and 3) an internationally known professor of radio and television education.

This professional critiquing panel received the book in finished form and responded by filling out a questionnaire based on the objectives the book sought to fulfill. Each judge worked a minimum of one full day on the project.

The editor, who worked approximately 275 hours on the project, is a former college instructor and analytical chemist and is currently the co-owner of a commercial publishing company, Educational Publishing Services. He has many years of experience in copy editing college textbooks with Charles E. Merrill, World, and Modern Curriculum Press Publishing companies. His duties included: checking the manuscript for grammar and usage, spelling, punctuation, capitalization, and consistency in handling numbers and dates; preparing the style sheet and correlating text references with footnotes and illustrations; preparing the index and completing the bibliography; marking extract material, heads, legends and

captions; checking the table of contents against heads and subheads; providing a language readability control via query flags and personal conferences with the authors; and proofreading all sets of galleys from the typographer.

The final teacher-evaluator of the project, a Ph.D holder and evaluation specialist from the Department of Evaluation, Research, and Planning of the Columbus Public Schools, worked on a one-third basis during the latter part of the project. His responsibilities included designing the preliminary proposal, assisting in designing the over-all evaluation of the project, designing the evaluative instruments, collecting, analyzing, and reporting the evaluation data, and assisting in preparing the final report.

One other part-time researcher, a doctoral candidate in educational communications, worked approximately 50 hours doing library work and interviewing.

A part-time secretary worked approximately 1800 hours. She served as general assistant to the supervisor--locating hard to find resource materials, arranging conferences, handling copious correspondence, typing all drafts and reports, and assisting in countless other ways.

The only problem encountered in staffing occurred in the teacher-evaluator position. The Columbus Public Schools did not assign an evaluator until after the first eight months of the project. In addition, when the original teacher-evaluator resigned from the Columbus Public Schools, he was not replaced for an additional two months. Ideally, the teacher-evaluator's services should be available at the time of the initial proposal writing and continuously thereafter.

3. Procedures

The ITV Publication Project was funded for 21 months. The first grant period began on February 1, 1971 and terminated on January 31, 1972. Upon submission of a continuation application, a second grant period of February 1, 1972 to October 31, 1972 was approved. Funds unused in the first grant period were reawarded for the second grant period. No additional funds were needed. This report covers the entire 21 month project plus the immediately following six month period in which the printing, distribution, and evaluation of the product took place.

First Grant Period Activities (Twelve Months)

The procedures followed in the first year of the project were those specifically called for in the initial proposal augmented by

activities commonly undertaken in the conceptualization and writing of a book. Briefly, the following activities were carried out:

PROCEDURES	GENERALIZED FINDINGS
1. Proposal stated: "Gather utilization guides from other TV stations, TV foundations, community TV organizations and other producing organizations." Activities carried out: A questionnaire and cover letter (see Appendix A) was designed and sent to 188 people selected from the NAEB 1970 Directory of Educational Broadcasting. Of these, 93 (51%) responded in one or more of the following forms; by filling in the questionnaire and returning it, by sending copies of the utilization guides used locally, by telephoning, and by personal letter. Approximately 120 documents were received ranging from full utilization manuals to newspaper clippings of ITV program development, from two-page blurbs to 435 page network programming schedules. These documents were read, evaluated, and annotated when relevant to the development of Ohio's publication.	(See Appendix B for a composite of responses to each item on the questionnaire.) 1.1 Analysis of the documents received and of responses to questionnaire items 1, 2, and 3 revealed that an abundance of "cute," "slick," rather meaningless TV utilization guides are in print. Such guides make almost no contribution to better utilization of ITV. Especially lacking in existing guides is a relationship between learning theory commonalities and the use of ITV. 1.2 Questionnaire items 4, 7, and 8 successfully elicited a wide range of information, problems, and solutions to problems needed by classroom teachers and administrators to stimulate optimum use of ITV. 1.3 Questionnaire items 5 and 6 elicited additional literature to be reviewed. 1.4 Questionnaire items 9 and 10 elicited communication techniques for ITV personnel and teachers/administrators. 1.5 Decisions: Add a learning theory component. Do further review of literature. Base first outline on needs revealed in documents and questionnaire responses. Heed warning that teachers are not prone to read guides.
2. Proposal stated: "The NAEB, CPB, and PBS will be contacted. Visits to the offices of these organizations will be made if required to obtain some information."	2.1 Although approximately fifty letters were sent in response to the supervisor's letter, four of them were especially wise and revealing. These were from C. Edward Cavert, Great Plains; Byron Steinbaugh, Florida ITV Network; William Dale, NAEB; and Clair Tettemer, NAEB Library (see Appendix D). In essence, they all agreed that another cute or bland guide would not

Activities carried out:

Letters requesting information (see Appendix C) were sent to all members of the Instructional Professional Service Division Board of NAEB as well as to key personnel in:

Television Information Office, New York
Children's Television Workshop
Great Plains National Instructional Television Library
Instructional TV Network (Florida)
National Audiovisual Center
Ontario Educational Communication Authority
Public Broadcasting Service
Corporation for Public Broadcasting
NAEB Teaching Materials Library
Eastern Educational Television Network
National Educational Television Center

Two visits were made--to the ERIC Center at Stanford University and to the Maryland Center for Public Broadcasting

have much operational impact, that a promotional hard sell is inappropriate, that more flexible use of ITV is needed, and that some programming is improving.

2.2 The visit to ERIC provided access to the latest bibliography of ITV publications and opportunity to read rare sources. Unfortunately, no new theories or information were uncovered.

2.3 The visit to the Maryland Center for Public Broadcasting was more profitable. Mr. Robert Jones, Art Director, agreed fully with the developing idea that to be read at all, the publication must avoid standard book form, must be provocative in language and layout, and must not be of the "comic book" variety. The idea of carrying one-third of the message via visuals was approved.

2.4 Invitations to visit the following centers were extended:

Children's Television Workshop
CPB - Rona Earle
NAEB - Bill Dale, George Hall, James Fellows
NEA - Harold Wigren
Maryland Network - Fred Breitenfeld
Iowa Network - John Montgomery (Executive Consultant, NAEB)
Ontario Educational Communications Authority, Toronto - C.H. Williams
Byron Steinbaugh, ITV Network, Boynton Beach, Florida
C. Edward Cavert, Great Plains, GPNTL
Hampton Roads ETV Association, Norfolk, Virginia - Grace Waters
National Audiovisual Center - Jennie Johnson

Visits to Great Plains and to the Florida Network were deliberated as to their value in assessing the work completed and in compiling more solutions to problems. Eventually, to save money and time, phone calls rather than visits were made.

2.5 Decisions: Avoid hard sell, cuteness. Accept and develop Steinbaugh and Cavert philosophies.

3. Proposal stated:

"Meetings will be held with the ITV managers of existing Ohio ETV stations, the manager of Ohio Educational Television Network, and the Assistant Superintendent of Instruction for the State of Ohio."

Activities carried out:

Visits were made to the Ohio ETV stations. Interviews were held with station and University ITV personnel and with the heads of the ITV foundations or corporations. Interviews with Mr. Robert Bowers and Mr. David Fornshell were also held. (see Appendix E for interview outline.)

(Interview notes available)

3.1 The Ohio scene is in a period of change--new stations being constructed, budget and organizational considerations not stable, etc. Writing of the section on services and structure of the Ohio ETV Network and affiliates was postponed until late in the second grant period.

3.2 Mixed reaction to audiences occurred. Suggestions included beginning teachers, experienced teachers, principals, AV specialists, building TV coordinators, superintendents, parents, legislators, tax payers, curriculum directors, workshop directors, college professors of education and their classes.

3.3 Content to be covered was consistent with previously developed outline although "nuts and bolts" approach was more heavily stressed.

3.4 Numerous creative illustrators were recommended and unusual style was approved.

3.5 Decisions: Delay publication until after Ohio scene is more stable.
Make format provocative.
Primary audience should be teachers and school administrators, but content and format should appeal to wider audience.
The "nuts and bolts" approach widely recommended by the ITV managers in Ohio must be balanced with a sound rationale for using ITV.

4. Proposal stated:

"Teachers will be consulted. Sampling will be determined in consultation with the Department of Evaluation and Research, Columbus Public Schools."

(Interview notes available)

4. No distinct patterns of responses emerged. Very conflicting evidence and attitudes were given in every category. No generalizations can be drawn other than teachers agree they don't want one more methods text to read. A tentative decision was reached to interview

Activities carried out:

Since a teacher-evaluator was not appointed by the Columbus Public Schools until the eighth month of the project, the sampling procedure used was to interview teachers and administrators recommended by ITV managers as being articulate and knowledgeable. Both users and non-users were interviewed in the areas in and surrounding Columbus, Cincinnati, Bowling Green, Xenia, Middleburg, Sunbury, Worthington, Newark, and Mt. Vernon, Ohio. (see Appendix G for Interview Outline.)

informally additional teachers during the final development of the manuscript for both content and format evaluations.

5. Proposal stated:

"Outlines, writing, photography, and art work will be carried out."

Activities carried out:

Needless to say, a thorough review of the literature was conducted and note cards were made and organized from all sources of input--questionnaire responses, correspondence, literature review, interviews, etc. From these, several outlines were formulated and one was selected as covering the topics to be included, although not intended as sequential. Writing of various segments was finished.

Mr. Robert Jones, art consultant, and Mr. John Haberman, educational publishing services consultant, contributed their thinking about layout and format. Mr. Fred Zimmer

5. See Appendix I for the content outline developed. It reflects decisions made on the basis of baseline data collected from above procedures and the progress made toward achievement of the overarching objective--to stimulate optimal use of ITV.

was selected to do the art and layout for the publication on a performance contract basis. Mrs. Anne Zimmer was selected to co-author the book on a performance contract basis.

During the first year, it became increasingly clear that the objectives as stated in the application for the initial grant were inappropriate or misleading for the following reasons.

Initial Project Objectives	Reasons for Revising Objectives
I. To develop an approach to the utilization of instructional television in the State of Ohio; such that if successful, a published instructional television guide, giving supervisory and classroom teacher personnel access to information concerning Educational Television Network programming, will result.	Objective I calls for information concerning network programming. Specific information such as the titles and times series are to be broadcast would be out of date within a year of publication and would necessitate a new publication yearly or possibly more often as broadcast schedules are revised. In addition, the Ohio ETV Network does not yet carry instructional programming to all parts of the state; thus, different stations have different broadcast schedules and offer different instructional series. For these reasons, Objective I should be interpreted as calling for generalizations about types of instructional series.
II. To disseminate the published guide; such that if successful, appropriate supervisory and classroom teacher personnel will be able to utilize the guide to effect:	
A. Effective television teacher-classroom teacher communication.	Objective II. A. calling for more effective television teacher-classroom teacher communication is an outdated concept in this era of tape libraries and series exchange. Teachers in Ohio often use series taped several years ago in distant states making effective communication meaningless. Instead Objective II. A. should be interpreted as calling for more effective communication between teachers and local ITV personnel who could effect changes based on teachers' and students' needs and evaluations of series.
B. Adaptation of televised instruction to individual pupil differences, e.g., 1. intellectual capacity 2. interests 3. needs	
C. Experimentation with school organizational issues, e.g., 1. class size 2. grouping	

3. arrangement of facilities 4. hours of instruction D. Optimal use of instructional television programming as a medium of instruction	Objective II. D. is the overarching purpose of the project-- to provide information which will stimulate optimal use of instructional television programming as a medium of instruction. Objectives II. B. and II. C. are techniques for utilizing the medium flexibly. Since the original objectives were misleading as stated, a clarifying restatement in more behavioral terms was developed. (See pages of this report.)

In summary, the major decisions made in the first year were:

1. To revise and extend the objectives of the publication.

2. To produce a more comprehensive book than was originally planned: to add a learning theory component; to go beyond a restatement of existing guides; to present needed information in a provocative form.

3. To add nine months of production time to the project at no additional cost.

Second Grant Period Activities (Nine Months)

The procedures followed in the second grant period were those specifically called for in the continuation proposal augmented by activities commonly undertaken in the writing and manufacturing phases of publishing. Normally, a publishing company handles many of the essential production and manufacturing tasks. However, the Columbus Public Schools acted as publishing agency which meant that the project supervisor, designer, and editor had to undertake many additional responsibilities.

1. Proposal stated:

"Visits, interviews, and correspondence with additional teachers, administrators, and ITV personnel for additional data collection and reviewing when needed."

Activities carried out:	Results
a. As chapters were developed, teachers and administrators in Columbus, Worthington, and Sunbury Schools were visited and asked to react to the developing manuscript.	a. The format and content were informally approved.

b. Student reactions to ITV programming were collected from public and parochial schools in the Columbus and Cleveland areas.	b. The student reactions were utilized in two ways: (1) provocative quotes, both pros and cons, were incorporated into the book; and (2) student opinion of ITV was used as a criterion for programming cited.
c. Additional specific ITV program descriptions were collected from ITV stations and tape libraries.	c. Fifty-seven ITV series were selected as exemplary of the broad range of ITV programming available and descriptions of many uses of the series were developed.
d. Correspondence with the program managers of ABC, CBS, and NBC was carried on for the purpose of relating commercial TV use with school assignments.	d. and e. Forty commercial TV programs were selected as exemplary of the problems-related materials available via TV for school use.
e. All local commercial television stations were visited, key personnel interviewed, and records of their programming during the past year obtained and studied.	
f. Many interviews and consultations took place with cable company executives and hardware experts in an attempt to provide accuracy in a very unstable situation.	f. and g. Chapters on hardware and organization and administration were written, but were acknowledged to become dated even before printing.
g. Many interviews and consultations took place with ITV managers, The Ohio Department of Education personnel, Ohio Network people, and other administrators in an attempt to produce an accurate chapter on organization and administration. This, too, was a constantly changing situation.	

2. Proposal stated:

"Review of revised objectives and outline by regional ITV managers in Ohio. Completion of rough draft. Revision of rough draft."

Activities carried out:	Results
a. An amendment to the continuance proposal was made which replaced the review of objectives and outlines with an on-going review of the total developing manuscript. Since this act broadened the reviewers' responsibilities, the decision was made to seek widely known authorities in education and television to act as on-going consultant-reviewers rather than the ITV managers of Ohio.	a. Dr. Edgar Dale, Dr. Alexander Frazier, Dr. Alan Stephenson, and Dr. C. Edward Cavert (judged to be most capable of critical evaluation of the manuscript) were asked to serve as consultant reviewers, and all accepted.
b. Each consultant reviewer was sent rough drafts of the chapters as they were produced. Their reviews were to include comments on level, organization, approach, content, accuracy, clarity, and style.	b. All reviewers wrote lengthy and extremely helpful reviews of the chapters, and all returned the rough drafts with copious suggestions pencilled in.
c. All suggestions and remarks were transferred onto a master critique copy of the first draft manuscript, and the authors revised the marerials accordingly. This was at times an extremely difficult task as the reviewers often did not agree. Whenever two or more called for a change, then the change was made. (The master critique copy is available but not included due to its length.)	c. Although all the comments cannot be included here, 11 that resulted in more important changes are listed below: 1-Intensify looking at ITV from learner's point of view 2-Stress technology as making humanizing possible 3-Write for fewer audiences--more focus on teachers, less focus on administrators 4-Shorten some quotes. (One reviewer wanted all negative quotes eliminated; the others felt the balance of pros and cons was more honest.) 5-Language ranges from ponderous to flippant. A happy medium? 6-Cut "tool" language and idea; add "medium" idea. 7-Cut down on length of case studies. 8-Emphasis on rationale good and needed but needs more clearcut direction. 9-Emphasis on practicalities (programming and how to use it) is good but needs to be cut in length. 10-Chapters on organization/administration and on hardware will become dated within six months. Consider other treatment. 11-Balance McLuhanism with Skinnerism.

3. Proposal stated:

"Completion of final draft -- art, layout, and writing."

Activities carried out:	Results
a. As rewrites of chapters were completed, the designer prepared a rough dummy in sketch form and conferred with the authors on carrying one-third of the message via visualization and on specific layout and print variables.	a. The most meaningful line drawings, photographs, photograms, charts, etc., were selected for inclusion in the book, were executed and placed.
b. Mr. John Haberman editied the final draft--checking grammar, usage, spelling, punctuation, capitalization, consistency; preparing the style sheet, index, and table of contents; conferring with the authors and designers on readability and communication techniques.	b. A final draft and rough dummy were prepared.
c. The rough dummy and final draft were informally evaluated by Robert Bowers, Assistant Superintendent of the Ohio Department of Education, by the ITV managers of Ohio ETV stations, and by Mr. James Grover of The Ohio Educational Media Center.	c. The decision to drop the chapter on hardware and the chapter on organization and administration were made at this point. Waiting until either situation stabilized seemed unwise as no date could be projected in the near future.
d. Letters seeking permission to use quotes or paraphrases of 50 words or more were sent to seventeen publishing companies. (See Appendix L)	d. (See Appendix L for checklist of permissions granted.)
e. Forms for obtaining a Library of Congress number were obtained and filled out.	e. (See Appendix M for assignment of number.)
f. The decision not to copyright the book was made after consultation with the ESEA Title III office.	

4. Proposal stated:

"Typesetting and printing of 10,000 copies of the ITV publication."

Activities carried out:

a. Specifications were prepared and submitted to three typographers and to three printers after conferences with Mr. Richard Coldren, Columbus Public Schools. (See Appendix N for specifications.)	a. Yeager Typesetting Company and Warner P. Simpson Printing Company were awarded the contracts.
b. The final production stage was completed: precise dummy layout of text art; mark up of all copy for the typographer; relating copy to text-art-layout; paste-up of all reproduction text-art; paste-up, positioning and keying-lining.	b. Delivery of total manuscript to typographer.
c. Proofreading of three different sets of galleys was done by the co-authors and editor.	c. Delivery of total book to printer.
d. Critical check of brown print of book was made.	d. Delivery of 10,000 copies of ITV: Promise Into Practice

5. Proposal stated:

"Distribution of 10,000 copies of the ITV publication."

Activities carried out:

a. The following distribution plan was devised by the project supervisor and approved by the ESEA Title III office, the Columbus Public Schools, and the Ohio Department of Education.

ITV: Promise Into Practice

Distribution Plan		Distribute to:	Delivery from printer to:
1 copy to each public school in Ohio		4,222	
high schools	748		
junior high schools	264		
elementary schools	3,210		
1 copy to each non-public school in Ohio		800	
high schools	139		
junior high schools	1		
elementary schools	660		
1 copy to each superintendent of schools in Ohio		716	
public school districts	621		
county superintendents	88		
Catholic Diocese	7		
150 copies to The Ohio State Library Board for depository 11th floor, State Office Building, 65 South Front St.		150	
1 copy to each agency or individual who participated in the project (ITV personnel survey, interviews, etc.)		250	
516 copies to The Ohio State Educational Media Center, 518 South Wall Street		516	9,050
200 copies to The Columbus Public Schools		200	200
1 copy to each educator in the Reader's Survey		500	500
1 copy to each State Department of Education in the United States		50	
1 copy to each ITV foundation (corporation) and/or each PTV station in the United States		200	
200 copies to each of the 8 ETV Corporations in Ohio		1,600	
50 copies to The Ohio Educational Television Network Commission, 2470 North Star Road		50	
3 copies to each 4 years (or more) accredited college and university in Ohio (1 to the Speech or Radio-TV Department, 1 to the Education Department, 1 to the Educational Media or Audio-Visual Center)		180	
1 copy to the curriculum director in each:			
city school system	179	316	
exempted village system	49		
county school system	88		
250 copies to ESEA Title III office		250	250
		10,000	10,000

(A complete listing of recipients is available.)

b. Seven different cover letters were written and enclosed in mailing. Different letters went to: principals, superintendents of school, participating agencies and individuals, State Departments of Education, the ITV foundations or PTV stations, colleges and universities, and curriculum directors.
(See letters in Appendix O.)

c. Project funds were used only for the mailing of the 500 copies to teachers and administrators in the Reader's Survey. The remaining mailing costs were paid by The Ohio Educational Media Center.

6. Proposal stated:

"The ITV publication will be evaluated by a panel of judges and by a sample of recipients."

Activities carried out:

See Section D of this report for evaluation activities. One change was made from the activities cited in the continuance proposal. It called for judging of the rough draft manuscript. Because ongoing consultant reviewers had been involved in evaluating the rough draft manuscript and because one-third of the message was to be carried by visualization, the decision was made to have the judges evaluate the book in final printed form rather than in rough draft form.

Budget

The total cost of the project was $48,796.46 (21 months). During the second grant period, the cost was $34,888.42 (the last nine months). These funds were provided by the U.S. Office of Education, from Title III ESEA funds.

Of the 21 month total, approximately $11,600 was spent for project supervisor salary, $3,000 for co-author on a performance contract, $5,000 for the designer on a performance contract, $3,000 for the teacher-evaluator services, $3,300 for clerical services, $6,500 for consultants (three judges, four consultant-reviewers, one research assistant, one art consultant, one editor, two assistant designers, and the project supervisor when developing the final reports), $10,300 for printing, $2,250 for typesetting, $550 for travel, $1,000 for materials and supplies (xeroxing, paper, postage, film, etc.) and $2,250 for fixed charges (retirement, workmen's compensation, and hospital insurance).

21 months	Total federal support under ESEA Title III	$48,796.46
	Total federal support other than under ESEA Title III	-0-
	Total non-federal support	-0-
	Total project cost	$48,796.46
	Total evaluation cost	$ 3,500.00

Cooperating Agencies

Hundreds of agencies participated in the project. Those which participated most directly include:

Ohio State University
Dr. Alexander Frazier
Dr. William Ewing
Dr. I. Keith Tyler
Dr. Richard Hull
Dr. Edgar Dale

Ohio ETV Network
Mr. David Fornshell

Ohio Department of Education
Mr. Robert Bowers

Stanford Clearing House ERIC
Dr. Wilbur Schramm

NAEB
Dr. Claire Tettemer
Dr. Vernon Bronson

COETV - Columbus
Mr. John Metsger

ETAMC - Cleveland
Dr. Alan Stephenson
Miss Carol Latonic

NOETA - Bowling Green
Mrs. Margaret Tucker
Miss Sally Blair

GTTEA - Toledo
Mr. William Sahloff

GCTEA - Cincinnati
Mrs. Margaret McKinney
Mr. Thomas Brumley

COITA
Mr. Robert Woods

Maryland Center for Broadcasting
Mr. Robert Jones

Great Plains National Inst. TV Library
Dr. C. Edward Cavert

Schools in and around:
Columbus
Bowling Green
Middletown
Xenia
Worthington
Sunbury
Cincinnati
Cleveland
Parma
Upper Arlington
Norwood

Three commercial television stations in Columbus, Ohio and three networks in New York.

D. EVALUATION OF ACTIVITIES AND OUTCOMES

As previously stated, two chapters of the book were deleted near the end of the project due to 1) the instability of the organizational structure of administering ITV in Ohio which was undergoing major changes and 2) the instability of regulations regarding cable television (CATV). Thus, the objectives specifying knowledge, skills, and attitudes in the areas of organization/administration and hardware were deleted.

In the following evaluation report, prepared by the project teacher-evaluator, all references to hardware and administration objectives have also been deleted.

ESEA Title III

Project 45-71-202-1

Final Evaluation Report

Introduction

The over-all objective of this ESEA Title III Project was to produce an ITV Users Guide which would have disseminative value to classroom teachers and educational administrators within the State of Ohio. However, the evaluation did not focus on the attainment of this objective due to the longitudinal nature of the process. Instead, the evaluation focused on the goodness of fit associated with the objective blueprint used to write the Guide and perceptions of potential guide users as to the degree to which they could determine a congruence of the published Guide content with these objectives. This evaluative focus was supplemented by a smaller goodness of fit survey of three prominent judges in the area of television instruction.

The latter judgments were to focus on secondary objectives of the Guide blueprint. Specifically, the intent of the project staff was to produce a guide which would be unique in its stimulation. This stimulation was to be positively formed by the over-all design and layout of the Guide as well as through the use of provocative language. Thus, the panel of judges was formed to determine whether or not these secondary objectives were attained. Too, these judges were to evaluate the depth and breadth of the content of the Guide. All judgments were cast in terms of the objective blueprint of the Guide.

Objectives

The specific objectives of the Guide blueprint are:

1) To provide the reader with a comprehensive rationale for using instructional television to enhance learning.

2) To provide the reader with practical suggestions for making optimal use of instructional television.

3) To provide the reader with sufficient information about existing types of instructional television programming which are designed to influence curricula in different ways.

4) To adequately provide the reader with practical suggestions for selecting and using programming for meeting the needs of students.

5) To clearly state the need for integrating a TV series into yearly plans for learning experiences.

6) To clearly state the need for integrating each tele-lesson into daily plans for learning experiences.

7) To encourage the reader to use teacher's manuals which accompany most ITV series.

8) To clearly relate to the reader the advantages of flexible use of ITV programming for cutting across subject areas.

9) To readily inform the reader that students' attitudes toward ITV usually reflect the attitudes of their teachers.

10) To concisely describe useful ways to create a favorable physical classroom environment for learning.

11) To concisely describe useful ways to create a favorable socio-emotional classroom environment for learning.

12) To readily provide the teacher with suggestions for producing their own programming with video tape recorders.

13) To stress the need for utilizing technology in coping with educational problems.

14) To clearly propose a rational model for making television/curriculum decisions.

15) To effectively encourage teachers to consider ITV programming as a means of fulfilling diagnosed pupil instructional needs.

16) To increase teacher awareness of the wide range of ITV programming available.

17) To effectively increase teacher willingness to experiment with teaching roles.

18) To effectively stimulate reader enthusiasm for obtaining more flexible ITV systems.

19) To effectively increase teacher appreciation of information and suggestions in teacher's manuals accompanying ITV series.

20) To effectively increase teacher willingness to integrate ITV and classroom experience in a meaningful way.

21) To adequate increase teacher willingness to experiment with different uses of ITV.

22) To adequately increase teacher willingness to approach ITV usage with an open mind, and to negate teacher fears of loss of autonomy when using television.

23) To adequately increase teacher willingness to arrange a favorable physical classroom climate.

24) To adequately increase teacher willingness to arrange a favorable socio-emotional classroom climate.

25) To increase teacher willingness to experiment with in-school video taping for different instructional purposes, if video taping equipment is available.

26) To effectively create teacher willingness to communicate needs, problems, and evaluations of current ITV offerings to local, regional, or state ITV personnel.

27) To increase teacher desire to use ITV to enhance learning.

28) To impart the necessary skills to the reader to:

A) influence the quality of ITV programming

B) participate in the selection of ITV series

C) select the type of series which best fulfills instructional needs

D) participate in the evaluation of ITV series

E) adapt teaching activities so that optimum use is made of selected ITV series

F) communicate with instructional television personnel on needs, problems, and possible solutions to problems

Evaluation Methodology

Two surveys were designed to collect data for analyses which would answer the following questions.

1) Was the level of positive stimulation associated with the published Guides over-all design, over-all layout, and language sufficient enough to foster attainment of the Guide knowledge and attitude objectives?

2) Was the content of the published Guide sufficiently inclusive in breadth and depth to foster attainment of the Guide knowledge and attitude objectives?

3) Was the content and format of the Guide sufficiently distinctive from other guides in the field?

4) What level of utility did the Guide possess for its intended audience of classroom teachers and building administrators?

5) Did the published Guide achieve its content objective blueprint as perceived by its intended audience?

6) What effects would a varying level of attitude toward the use of instructional television on the part of the intended audience have on the audiences perception of the degree to which the Guide attained its objectives blueprint?

7) What effect would any of the following intended audience demographic variables have on that audiences perception of the degree to which the guide attained its objectives blueprint?

   a) Grade level assignment

   b) Type of certificate held

   c) Total years of teaching experience

   d) Highest degree held

   e) Hours earned beyond last degree

   f) Availability of ITV in school assignment

   g) Use and non-use of ITV

   h) Source of ITV use instruction

   i) Source of audio-visual media use instruction

   j) Frequency of ITV use per month

These questions were designed to aid in the determination of recommendations for amending the published ITV Guide during any reprinting process which may occur in the future.

Two survey instruments were developed to collect data for analysis. These instruments were:

A) The ESEA Title III ITV Guide Assessment Survey

B) The ESEA Title III ITV Guide State Survey

The former survey was designed to provide data for the first four previously stated evaluative questions. It was sent to three prominent instructional television expert judges who were selected from a pool of such experts by the project administrator. Survey results were obtained from all judges.

The latter survey consisted of two questionnaires. The State Survey Respondent Data Sheet which provided demographic data for evaluative question seven, and the State Survey Teacher-Administrator Content Questionnaire, which provided data for evaluative questions five, six, and seven, and an attitude survey: The State Survey Teacher-Administrator ITV Attitude Survey which provided data for evaluative question six. This survey was sent to 500 random selected Ohio teachers and administrators. The sample was selected within the following strata: school district size and degree of school district urbanization, e.g., urban vs. rural.

Copies of each survey instrument employed are located in Appendix Q of this report.

Analysis of the Data

The ESEA Title III ITV Assessment Survey - The members of the selected panel of expert judges were asked to respond to a series of 5-point Likert Scaled items. The responses were made to each knowledge and attitude objective in the ITV Guide objective blueprint. As well, each judge was requested to rate the distinctiveness of the Guide content and format, and the degree of utility of the guide in terms of use by its intended audience.

The data obtained from this survey was analyzed in the following fashion. The judges ratings for each objective were summed and compared to a summation of perfect judgments, (1x number of judgments). The comparison was a mathematical subtraction process which yielded a deviation score. This deviation score was then plotted against an array of all possible deviation scores. This array of deviation scores was arbitrarily divided into four quartiles. The quartile limits fell at the deviation scores of 3, 6, and 9. This created the four quartile categories for deviation scores 0-3, 4-6, 7-9, 10-12. This process was adapted to all objectives in the attitudinal category for design and layout judgments as only two judges responded in these situations. The quartile points in this instance were 0-2, 3-4, 7-8 in terms of deviation score units.

If a deviation score fell no farther than the mid point of the second quartile, in the case of the 0-3, 4-6, 7-9, 10-12 limits, the objective was considered to have been attained. The attainment criterion for the 0-2, 3-4, 5-6, 7-8 limit case was a deviation score of 3.

Using the aforementioned decision rules, the following information resulted. The judges perceived that:

A) The over-all design of the published ITV Guide positively stimulated the attainment of all blueprint knowledge and attitude objectives except;

1. To stress the need for utilizing technology in coping with educational problems,

2. To clearly propose a rational model for making television/ curriculum decisions, and

3. To effectively increase teacher willingness to experiment with teaching roles.

B) The over-all layout of the published ITV Guide was rated as positively stimulating the attainment of all blueprint knowledge and attitude objectives except those listed in point A above.

C) The language of the published ITV Guide was rated as positively stimulating the attainment of all blueprint knowledge and attitude objectives.

D) The content breadth of the published ITV Guide was rated as being sufficient enough to permit the attainment of all blueprint knowledge and attitude objectives except:

1. To clearly state the need for integrating a TV series into yearly plans for learning experiences,

2. To clearly state the need for integrating each tele-lesson into daily plans for learning experiences,

3. To effectively increase teacher willingness to integrate ITV and classroom experience in a meaningful way.

E) The content depth of the published ITV Guide was rated as being sufficient enough to permit the attainment of all blueprint knowledge and attitude objectives except:

1. To stress the need for utilizing technology in coping with educational problems,

2. To clearly propose a rational model for making televisior / curriculum decisions,

3. To effectively increase teacher willingness to experiment with teaching roles,

4. To effectively increase teacher willingness to integrate ITV and classroom experience in a meaningful way, and,

5. To promote reader willingness to obtain and experiment with in-school video taping for different instructional purposes.

F) The format of the published ITV Guide was rated as being distinctive from any other guide of its kind in the field.

G) The content of the published ITV Guide was rated as being distinctive from any other guide of its kind in the field.

H) The published ITV Guide was rated as having "high utility" for its intended audience of classroom teachers and building administrators.

Summary

The panel of expert judges rated the published ITV Guide as being a successful attempt in meeting its blueprint knowledge and attitude objectives. Only two objectives would need further attention in any reprint series which may be published. These objectives are:

A) To stress the need for utilizing technology in coping with educational problems, and

B) To clearly propose a rational model for making television/curriculum decisions.

The format and content of the published ITV Guide were rated as being distinctive and the utility of the published ITV Guide was rated as "high".

The ESEA Title III ITV Guide State Survey - Recall that a random sample of 500 Ohio public school teachers and administrators were surveyed as part of the evaluation of the ITV Guide. They were requested to complete a demographic variable form, to react to an Attitude Toward the Use of ITV Scale, and to read the ITV Guide and complete a survey evaluation form. The form requested each subject to rate the degree to which they agreed that each listed ITV Guide blueprint objective was covered in the content of the Guide. A six-point Likert Scale was provided for rating purposes. This survey sample was requested to react to the knowledge and attitude objectives rated by the panel of expert judges, as well as to the skill objectives section of the Guide objectives blueprint.

Of the five hundred questionnaires mailed, one hundred and thirty-three (133) were returned; twelve from administrators and one hundred and twenty-one from classroom teachers. This return rate of 26.6 per cent was adequate for a subset of the designed data analyses but was not adequate for completion of the original analysis plan. The survey subjects were selected from school district size, degree of urbanization, and type with some care. However, the per cent of the sample drawn from each strata was not matched in the survey return. This lack determined that analysis by school district size, by degree of school district urbanization, or by a county, city district crossbreak could not occur. As well, the small

number of administrators who returned the questionnaire, with only one coming from a large city district, denied a comparison of administrator evaluations of the ITV Guide with those of classroom teachers.

Thus, the following analyses were left as options. Analysis of cross-breaks among the demographic variables as they relate to the evaluation of the ITV Guide was one such option, and the ability to perform an analysis of the ITV Guide evaluations by degree of attitude toward the use of ITV instruction still remained. The former was not that complicated but the level of data was low, mostly nominal or ordinal in form, and there was a danger of over-analyzing the data with too many variables. There being no a priori decision as to which demographic variables to use and which to reject, it was decided to determine how powerful a covariate the attitude toward the use of ITV instruction seemed to be in this variance pool.

A series of chi-squares (see Appendix U) were employed to determine the degree to which the attitude variable was statistically related to each of the demographic variables. It was felt that if a demographic variable were statistically related to the attitude variable, it would be released from analysis consideration. The rationale being that if two data distributions are jointly related, analyzing one distribution is sufficient as the information gleaned from one would not likely differ from the information obtained from the other.

The Chi-square values obtained from this analysis are contained in Table I. It is readily apparent from the lack of statistical significances obtained that all demographic variables employed and the attitude toward the use of the ITV variable are statistically independent. No variable distribution is significantly influencing enough of the other variable distributions to be termed a covariate. If an explaining value of the ratings given the ITV Guide is to be obtained, it must be obtained from all the variables involved in Table I. Each has its own potential for explanation.

In addition to these calculations, the reliability of the Attitude Scale employed was determined. That value was +.79 according to the Kuder-Richardson formula #21. This size coefficient is usually considered large enough to warrant using any resulting data with research confidence.

First, in the continuing analysis of the survey respondent ratings given the ITV Guide blueprint objectives, the over-all proportion of the survey sample favorably rating each ITV Guide blueprint objective was calculated. Each respondent was checked "strongly" or "moderately agree" on a six point scale of agreement, indicated that the content of the ITV Guide reflected the objective at hand, which was classified as a favorable rating. Once each proportion of favorable ratings was calculated, it was tested for its statistical significance from zero; $p \geq .05$ was the statistical decision-rule.

Using the data contained in Table II, it is clear that the responding survey sample perceived the ITV Guide as meeting its blueprint objectives. In a practical sense, this statistical decision is questionable in only one instance. One blueprint objective was rated unfavorably by more than

TABLE I

A MATRIX OF CHI-SQUARE VALUES INCLUDING DEGREES OF FREEDOM FOR SURVEY RESPONDENT DEMOGRAPHIC VARIABLES AND ATTITUDE TOWARD ITV USE TOTAL SCORE CATEGORIES

	A	B	C	D	E	F	G	H	I	J	K
A) Assignment Level	-	.66 df=1	7.68 df=5	2.53 df=1	1.19 df=4	9.92 df=3	.14 df=1	.19 df=3	6.98 df=3	1.58 df=3	2.47 df=2
B) Certification Level		-	.39 df=5	7.3[a] df=1	1.46 df=4	2.32 df=3	.50 df=1	3.57 df=3	2.70 df=3	4.95 df=3	3.15 df=2
C) Years of Experience			-	2.21 df=5	19.43 df=20	8.59 df=15	2.16 df=5	8.55 df=15	47.68[a] df=15	16.65 df=15	17.55 df=10
D) Highest Degree Held				-	2.16 df=4	14.67[a] df=3	.0029 df=1	9.26 df=3	25.15[a] df=3	3.88 df=3	1.33 df=2
E) Hours Beyond Highest Degree					-	7.74 df=4	6.77 df=4	15.73 df=12	14.26 df=12	3.62 df=12	15.61 df=8
F) ITV Reception Source						-	22.60[a] df=3	47.64[a] df=9	15.31 df=9	22.07[a] df=9	.45 df=3
G) ITV Availability							-	.15 df=3	2.36 df=3	3.03 df=3	2.16 df=2
H) ITV/Month Use Rate								-	18.67 df=9	10.01 df=9	10.76 df=6
I) Source of ITV Use Instruction									-	33.10[a] df=9	8.53 df=6
J) Source of AV Media Use Instruction										-	4.30 df=6
K) Attitude Toward the Use of ITV											-

[a]Chi-square Value Statistically Significant $p \geq .01$

Table II

A Distribution of the Percentage of Favorable Ratings Give Each ITV Guide Blueprint Objective Including (Pi-O) Z-Scores and Their Attending Statistical Probabilities

Objective	%	Z-Score	P	Objective	%	Z-Score	P
1.	.872	10.51	>.01	18.	.707	4.54	>.01
2.	.812	7.07	>.01	19.	.812	7.07	>.01
3.	.759	5.52	>.01	20.	.744	5.20	>.01
4.	.820	7.39	>.01	21.	.722	4.79	>.01
5.	.812	7.07	>.01	22.	.714	4.49	>.01
6.	.857	9.32	>.01	23.	.786	6.21	>.01
7.	.850	8.86	>.01	24.	.729	4.91	>.01
8.	.842	8.42	>.01	25.	.737	5.06	>.01
9.	.812	7.07	>.01	26.	.639	3.69	>.01
10.	.842	8.42	>.01	27.	.752	5.36	>.01
11.	.602	3.34	>.01	28.	.609	3.40	>.01
12.	.602	3.34	>.01	29.	.692	4.32	>.01
13.	.805	6.82	>.01	30.	.722	4.79	>.01
14.	.767	5.71	>.01	31.	.669	4.02	>.01
15.	.752	5.36	>.01	32.	.714	4.65	>.01
16.	.835	8.06	>.01	33.	.639	3.69	>.01
17.	.767	5.71	>.01				

36 per cent of the survey respondents. This Guide objective follows:

> The ITV Guide imparted the skills necessary to influence the quality of ITV programming available
> 39.1% unfavorable response rate

As previously indicated, the demographic variables and the attitude toward the use of ITV variable were statistically independent from each other in almost all crossbreak cases. All then hold a potential for explaining the ratings given each Guide blueprint objective. To determine the possible interactions between the ratings given the Guide, the respondent demographic descriptors and the respondent attitude toward the use of ITV, a step-wise regression was computed.

This regression yielded the fact that only the attitude variable aided in explaining the results of the survey. Only the attitude variable consistently entered the regression; first, and in most cases, adding an additional variable(s) did not augment the over-all correlation with blueprint objective ratings. Thus, though the independent regression variables were statistically independent, only the attitude variable discriminated as a statistically significant function on the dependent variable. Table III contains the correlations between each respondent blueprint objective rating and their respective attitude toward the use of ITV scale total score.

The data present a clear cut pattern. The ratings given the ITV Guide in terms of its blueprint objectives are definitely biased in a positive direction. This is due only to the highly positive attitude toward the use of ITV held by the respondents.

This presents concern for the validity of the evaluation of the ITV Guide. Thus, further analysis is indicated in order to adjust the evaluative ratings for attitude toward ITV instruction. This is only permissible due to the high reliability of the attitude instrument.

As previously stated, the first step in this additional analysis was to compute correlations between item ratings and total scores on the attitude instruments. Twenty-one of forty of these item correlations were statistically significant ($p \geq .01$). The decision was made to perform an analysis of covariance using attitude toward the use of ITV as the covariate and to perform a content analysis of those items in the evaluation form which statistically significantly correlated to attitude toward the use of ITV.

This decision then delineates that the evaluation of the ITV Guide was affected by the attitude of the evaluators toward the use of ITV. This does not mean that the Guide did not meet its blueprint objectives; it does mean that from this evaluation that congruency is difficult to estimate. However, it can be stated that the relatively high ratings given the guide were the result of a positive attitude toward the use of ITV held by a high percentage of the survey respondents.

Table III

Correlation Values Between ITV Guide Evaluation Ratings and Total Score on the Attitude Toward the Use of ITV Instrument Item by Item

Evaluative Rating Item	Correlation	Evaluative Rating Item	Correlation
1	+ .30	17	+ .28
2	+ .08	18	+ .17
3	+ .27	19	+ .30
4	+ .21	20	+ .32
5	+ .28	21	+ .32
6	+ .31	22	+ .25
7	+ .05	23	+ .21
8	+ .28	24	+ .25
9	+ .14	25	+ .36
10	+ .18	26	+ .21
11	+ .06	27	+ .31
12	+ .21	28	+ .18
13	+ .24	29	+ .24
14	+ .27	30	+ .17
15	+ .29	31	+ .46
16	+ .18	32	+ .42
		33	+ .42

r value where p = .01 is .2500
$r_{\bar{x}}$ = .2445
r_{md} = .2500

The previously mentioned analysis of covariance was performed on those items where the item correlation with the measured attitudinal condition was statisticallysignificant. The remaining items were content analyzed for the purpose of making evaluative recommendations for second edition purposes. The analysis of per cent of survey evaluators rating the Guide favorably on each blueprint objective was computed on the transformed ratings. These ratings were transformed by $Z_x - Z = Z_y$; the Z_y became the basis for further analysis.

Using the transformed ratings, the survey evaluators were again dichotomized into those favorably and not favorably rating the Guide on each of the blueprint objectives still under analysis. These percentages are reported in Table IV, Column 3. On the basis of these percentages a judgment was made as to whether or not the blueprint objective was achieved.

This set of "objectives met" statements have no statistical basis. They are based on the project evaluator's estimation of the field significance of the proportion of respondents rating the Guide as having achieved any respective objective. Of course, many statistical decision rules have been employed to the point of final decision. The final evaluation of the data represents a gestalt impression.

The process of analysis employed did exhibit that, as usually demonstrated in these types of studies, if the teacher is "sold" on a concept any useful set of materials or an addition to an already existing resource base is welcomed. Of course, the new resource is seen as an intrusion if the teacher is not "sold" on a particular concept. If the Guide is to be used, a predisposition to using ITV is seemingly an <u>a priori</u> ingredient. The likelihood that the Guide will alter attitude is not a foreclosed argument but that goal seems to have dubious chance for attainment.

In summary, those objectives listed after the first analysis as being in need of re-study are still candidates for such an analysis. The previously mentioned content analysis of those objectives adjudged "not met" does not seem to reveal any trends. Some objectives from each of the three over-all blueprint categories were not attained. No common factor readily appears even within a single blueprint category. However, as each objective is highly specific, content analysis is somewhat minimal in terms of pay-off. Each objective becomes a content analytical foci in and of itself.

This specificity permits the authors of the Guide to become highly constructive in terms of their efforts to correct field perceived shortcomings. Analysis of the data presented in Table IV readily provides the authors with the objectives in need of further attention.

Table IV

A Listing of Each ITV Blueprint Objective
As Well As Associate Evaluative Data with
Recommendations for Future Action

Blueprint Objective	% of Favorable Ratings (N=133)	r_{xy} With Attitude Score	Covariance % Rating	Evaluation of Guide on This Objective Base on Survey Data
1. The ITV Guide provides the reader with a comprehensive rationale for using ITV to enhance learning.	.872	+.30	.714	Objective met.
2. The ITV Guide provides the reader with practical suggestions for making optimal use of ITV.	.812	+.08	N/A	Objective met.
3. The ITV Guide provides the reader with sufficient information about existing types of ITV programming which are designed to influence curricula in different ways.	.759	+.27	.717	Objective met.
4. The ITV Guide adequately provides the reader with practical suggestions for selecting and using programming for meeting the needs of students.	.820	+.21	N/A	Objective met.
5. The ITV Guide clearly states the need for integrating a TV series into yearly plans for learning experiences.	.6.2	+.28	.721	Objective met.

Table IV Continued

Blueprint Objective	% of Favorable Ratings (N=133)	r_{xy} With Attitude Score	Covariance % Rating	Evaluation of Guide on This Objective Base on Survey Data
6. The ITV Guide clearly states the need for integrating each tele-lesson into daily plans for learning experiences.	.857	+.31	.736	Objective met.
7. The ITV Guide encourages the reader to use the teachers' manuals which accompany most ITV series.	.850	+.05	N/A	Objective met.
8. The ITV Guide clearly relates to the reader the advantages of flexible use of ITV programming.	.842	+.28	.740	Objective met.
9. The ITV Guide readily informs the reader that students' attitudes toward ITV usually reflect the attitudes of their teachers.	.812	+.14	N/A	Objective met.
10. The ITV Guide concisely describes ways to create a favorable physical classroom environment for learning.	.842	+.18	N/A	Objective met.

Table IV Continued

Blueprint Objective	% of Favorable Ratings (N=133)	r_{xy} With Attitude Score	Covariance % Rating	Evaluation of Guide on This Objective Base on Survey Data
11. The ITV Guide concisely describes useful ways to create a favorable socio-emotional classroom environment for learning.	.602	+.06	N/A	Objective somewhat met - future editions should reflect more emphasis.
12. The ITV Guide readily provides the teacher with suggestions for producing their own programming with videotape recorders.	.602	+.21	N/A	Objective somewhat met - future editions should reflect more emphasis.
13. The ITV Guide stresses the need for utilizing technology in coping with educational problems.	.805	+.24	N/A	Objective met.
14. The ITV Guide clearly proposes a rational model for making television/curriculum decisions.	.767	+.27	.692	Objective somewhat met - future editions should reflect more emphasis.
15. The ITV Guide effectively encourages teachers to consider ITV programing as a means of fulfilling diagnosed pupil instructional needs.	.752	+.29	.681	Objective somewhat met - future editions should reflect more emphasis
16. The ITV Guide increases teacher awareness of the wide range of ITV programing available.	.835	+.18	N/A	Objective met.

Table IV Continued

Blueprint Objective	% of Favorable Ratings (N=133)	r_{xy} With Attitude Score	Covariance % Rating	Evaluation of Guide on This Objective Base on Survey Data
17. The ITV Guide effectively stimulates reader enthusiasm for obtaining more flexible ITV systems.	.767	+.28	.692	Objective somewhat met - future editions should reflect more emphasis.
18. The ITV Guide effectively increases teacher willingness to experiment with teaching roles.	.707	+.17	N/A	Objective met.
19. The ITV Guide effectively increases teacher appreciation of information and suggestions in teachers' manuals accompanying ITV series.	.812	+.30	.726	Objective met.
20. The ITV Guide effectively increases teacher willingness to integrate ITV and classroom experience in a meaningful way.	.744	+.32	.683	Objective somewhat met - future editions should reflect more emphasis.
21. The ITV Guide adequately increases teacher willingness to experiment with different uses of ITV.	.722	+.32	.601	Objective somewhat met - future editions should reflect more emphasis.
22. The ITV Guide adequately increases teacher willingness to approach ITV usage with an open mind, negates teacher fears of loss of autonomy when using television.	.714	+.25	.610	Objective somewhat met - future editions should reflect more emphasis.

Table IV Continued

Blueprint Objective	% of Favorable Ratings (N=133)	r_{xy} With Attitude Score	Covariance % Rating	Evaluation of Guide on This Objective Base on Survey Data
23. The ITV Guide adequately increases teacher willingness to arrange a favorable physical classroom environment.	.786	+.21	N/A	Objective met.
24. The ITV Guide adequately increases teacher willingness to arrange a favorable socio-emotional classroom climate.	.729	+.25	.611	Objective somewhat met - future editions should reflect more emphasis.
25. The ITV Guide definitely increases teacher willingness to experiement with in-school videotaping for different instructional purposes if videotaping equipment is available.	.737	+.36	.687	Objective somewhat met - future editions should reflect more emphasis.
26. The ITV Guide effectively creates teacher willingness to communicate needs, problems, and evaluations of current ITV offerings to local, regional, or state ITV personnel.	.639	+.21	N/A	Objective somewhat met - future editions should reflect more emphasis.
27. The ITV Guide definitely increases teacher desire to use ITV to enhance learning.	.752	+.31	.682	Objective somewhat met - future editions should reflect more emphasis.

Table IV Continued

Blueprint Objective				
28. The ITV Guide imparts the skills necessary to influence the quality of ITV programing	.609	+.18	N/A	Objective somewhat met - future editions should reflect more emphasis.
29. The ITV Guide imparts the skills necessary to participate in the selection of ITV series.	.692	+.24	N/A	Objective somewhat met - future editions should reflect more emphasis.
30. The ITV Guide imparts the skills necessary to select the type of series which best fulfills instructional needs.	.722	+.17	N/A	Objective met.
31. The ITV Guide imparts the skills necessary to participate in the evaluation of ITV series.	.669	+.46	.401	Objective not met.
32. The ITV Guide imparts the skills necessary to adapt teaching activities so that optimum use is made of selected ITV series.	.714	+.42	.521	Objective not met.
33. The ITV Guide imparts the skills necessary to communicate with ITV personnel on needs, problems, and possible solutions to problems.	.639	+.42	.489	Objective not met.

Conclusion

This evaluation study was designed to answer seven specific questions. Each has been answered in turn. Briefly, the results of this study demonstrated that:

A) The over-all design, layout, language of the Guide was judged to create a level of positive stimulation sufficient enough to permit the attainment of the knowledge and attitude blueprint objectives. Exceptions were listed.

B) The content of the Guide was judged to be sufficiently inclusive in breadth and depth to foster attainment of the knowledge and attitude blueprint objectives. Exceptions were listed.

C) The content and format of the Guide was judged to be of such a nature as to render this document distinctively different from other ITV User Guides presently published.

D) The Guide was judged to have a high degree of utility for its intended audience: teachers and educational administrators.

E) Sixteen blueprint objectives were apparently achieved by the published Guide; fourteen were partially met and would need some attention in any new edition of this Guide; three objectives were not met and would require a good bit of attention in any further edition of the Guide. Of course, any of these objectives may be judged not attainable by any document of this type and therefore could be omitted from further consideration.

F) Attitude toward the use of ITV was a powerful covariate which influenced all evaluative ratings of the ITV Guide and a variable strongly associated with all collected demographic variables of the survey sample.

G) The effect of the demographic variables collected on the evaluation of the ITV Guide were suppressed by the attitudinal variable. No other variable was so powerful.

E. DISSEMINATION

As previously stated, the 10,000 copies of the ITV publication were distributed to:

1) Each public school in Ohio

2) Each non-public school in Ohio

3) Each superintendent of schools in Ohio

4) The Ohio State Library Board

5) Each agency or individual who participated in the project

6) The Columbus Public Schools

7) Subjects in the Reader's Survey

8) Each State Department of Education in the United States

9) Each ITV foundation (or corporation) and/or each PTV station in the United States

10) 200 to each of the 8 ETV Corporations in Ohio

11) The Ohio Educational Television Network Commission

12) Accredited colleges and universities in Ohio (1 to Speech Departments, 1 to Education Departments, 1 to Educational Media Centers)

13) Each city, village, or county school system curriculum director

14) The ESEA Title III office

(A complete listing of recipients is available.)

Seven different cover letters were enclosed in mailing. The letter to ITV personnel stressed the need to inform teachers and administrators of the recent improvement in the quality of instructional television series and their increasing availability as well as the many roles which TV can perform in fostering learning. The letter to state departments of education suggests that the book should be a valuable resource in preparing teachers for the wise use of ITV. The letter to schools encourages teachers and administrators to communicate with their local educational television corporation for demonstrations, reviews or assistance. The letter to curriculum directors urges them to use the book in providing leadership in developing in-service education programs

on ITV utilization. The letter to superintendents stresses the need for leadership and direction in making TV a valuable educational tool. The letter to participating agencies and individuals thanked them for their cooperation and requested critical comments regarding the book. The letter to college professors stressed the need for pre-service training in ITV utilization.

Project funds were used only for the mailing of the 500 copies to teachers and administrators in the Reader's Survey. The remaining mailing costs were paid by The Ohio Educational Media Center.

At the time of this writing, three months after the distribution, 84 unsolicited feedback letters have been received: 13 from teachers, 7 from boards of education, 16 from principals, 8 from state departments of education, 12 from university professors, 18 from ITV stations or corporations, 7 from curriculum directors, 2 from educational periodicals (for review), and 3 from superintendents.

Taken together, they requested an additional 1,044 copies of the publication. The Educational Media Center of The Ohio Department of Education (which is acting as distribution agency) filled requests on a first come-first served basis although as their supply ran low, they limited mailings to two books per request.

(See Appendix P for list of agencies requesting books following the initial distribution.)

To fill the need for more copies, The Ohio Department of Education authorized a second printing of 5,000 copies to be available by May 1, 1973. These will be sold on a non-profit basis at $2.00 per copy.

To date, no specific publicity efforts have been made. Educational Broadcasting Review, the NAEB Journal, intends to print a review of the book, as does Educational Horizons, the official publication of Pi Lambda Theta. Mr. James Grover, Ohio ITV Director, and Mr. Robert Bowers, Assistant Superintendent of Instruction of The Ohio Department of Education, are speaking to groups around the state regarding the use of the book. Mr. Bud Gillis, Coordinator of The Educational Media Center, is preparing a flier for informing educational agencies of the second printing.

The project supervisor believes the book will be of most value when it is used as a part of an on-going pre-service or in-service program for teachers. Thus, the ideal audience consists of those people and agencies most likely to organize such on-going programs. The wide range of people and agencies receiving the initial 10,000 copies were selected on this basis.

The financial expenditure for dissemination totaled $940.

F. RECOMMENDATIONS

On the basis of the formal evaluation of the project and the informal and unsolicited response of recipients of the initial distribution of the book, ITV: Promise Into Practice, the author of this report recommended that:

1. Points in time should be identified for regular evaluation of the book by readers and ITV personnel.

2. A second edition of the book should be published within four years.

3. The second edition should contain revisions of the areas in which the objectives were not fully attained. These revisions should be evaluated by readers prior to inclusion.

4. The book will be most effectively used as a text for on-going inservice or preservice ITV utilization programs. More of these programs should be developed in Ohio.

5. Organizers of ongoing programs should be aware that previously existing attitudes toward ITV will influence the reaction of readers to the content of the book.

6. When the situations stabilize which prevented the inclusion of chapters on hardware and on organization and administration, then these should be developed, either as additions to the second edition or as a separate book for educational administrators.

G. ERIC Resume

The Development of an Instructional Television Publication: ITV: Promise Into Practice

An ESEA Title III Project Termination Report: 1973
The Columbus Public Schools, Columbus, Ohio

The Columbus Public School's ESEA Title III Project, The Development of an ITV Publication, was designed in 1971 (1) to develop a comprehensive rational for using instructional television to enhance learning, (2) to produce a book for preservice and inservice teachers and administrators which would provide both a broad look at ITV in relation to the foundations of education (society, knowledge, and learning) and a practical look at available ITV programming and usage, and (3) to stimulate optimum creative use of ITV in Ohio. After needs' surveys, interviews, and a review of the literature was made, 33 blueprint objectives were identified, drafts of the book, ITV: Promise Into Practice, were written and reviewed by four authorities, a final draft was produced and evaluated by three judges and a random sample of Ohio educators. Analysis of the data showed that 30 of the 33 blueprint objectives were attained. Readers judged that the book provided the needed background for making rational curriculum decisions regarding the use of ITV. Additional printings were authorized and are available from The Ohio Educational Media Center, The Ohio Department of Education (The report contains a full outline of all baseline data collection, production, evaluation, and dissemination activities.)

APPENDIX A

National ITV Personnel Needs' Survey:

Questionnaire and Cover Letters

NATIONAL ITV PERSONNEL NEEDS SURVEY

Cover Letter

Dr. Bonnie Gilliom
2495 Haverford Road
Columbus, Ohio 43220
April 15, 1971

Mr. George Stein
Corporation for Public Broadcasting
888 16th Street, N.W.
Washington, D. C. 20006

Dear Mr. Stein:

An attempt is being made to improve the utilization of instructional television in the State of Ohio. One facet of this improvement drive is the production, publication, and dissemination of a state instructional television utilization guide, funded by ESEA Title III monies.

Utilization guides and manuals presently in use throughout the United States are being gathered to serve as one source of data to help us in producing a guide that will actually make a favorable impact on supervisory and classroom teacher personnel. We would appreciate it very much if you would fill in the enclosed questionnaire and, if possible, send us a copy of the utilization guide you use in your area.

Thank you for your cooperation. We will be happy to provide you with a copy of Ohio's guide when it is completed--hopefully by February, 1972. Please let us know if you want a copy.

Sincerely yours,

Bonnie Gilliom

Bonnie Gilliom, Supervisor
ESEA Title III Project
Development of Instructional
Television Guide

BG/RJ

Encl.

National ITV Personnel Needs Survey

Questionnaire

PLEASE RETURN THIS QUESTIONNAIRE TO:

Dr. Bonnie Gilliom
2495 Haverford Road
Columbus, Ohio 43220

Name _____ Position _____

TV Station or System with which you are associated _____

Address _____

1. Do you have a general instructional television utilization guide which is distributed to teacher and/or supervisory personnel in your area?
   Yes ___ No ___

   Comment: _____

2. If you answered yes to question 1, will you please send a copy of your utilization guide to the above address? Yes ___ No ___

   Comment: _____

3. Do you feel that a general ITV guide is (or would be) useful to the ITV users in your area? Yes ___ No ___

   Comment: _____

4. What information do you think is (or would be) most useful to teachers and administrators in your area?

   _____

   _____

   _____

5. What do you consider to be the best utilization books, guides, or manuals available today?

   _____

   _____

6. Are you aware of the results of any recent research studies in the area of ITV utilization which would be pertinent and helpful if reported to ITV teacher-users? Yes ___ No ___

   Comment (please list them): _____

   _____

   _____

7. We are particularly interested in developing a guide which will (1) encourage adaptation of televised instruction for individual pupil differences, (2) encourage experimentation with school organizational issues (e.g., class size, grouping, arrangement of facilities, hours of telecasting, and (3) improve television personnel-classroom teacher communication. Please comment on any successful solutions to these problem areas with which you are familiar.

   (1) ITV and individual pupil differences: _____

   _____

   _____

   (2) ITV and school organizational issues: _____

   _____

   _____

   (3) Classroom teacher-TV personnel communication: _____

   _____

   _____

8. What do you feel are your most difficult problem areas in improving ITV utilization?

   _____

9. What techniques do you use in your area to improve ITV utilization?

   Workshops? (local level, regional level, state level) _____

   Other? _____

10. Do you have any workshop papers or plans which you would be willing to send us as reference material? Yes ___ No ___

ANY FURTHER COMMENT OR RECOMMENDATIONS? _____

_____

_____

WE WILL NOT QUOTE FROM ANY MATERIAL YOU SEND WITHOUT PREVIOUSLY REQUESTING YOUR PERMISSION.

APPENDIX B

National ITV Personnel Needs' Survey:

Questionnaire Respondents

NATIONAL ITV PERSONNEL NEEDS' SURVEY:

Questionnaire Respondents

Alabama

David W. Marxer, Director
Educational Media
Huntsville Public Schools
Huntsville, Alabama

California

Maynard E. Orme, Director
Educational Services, KCET
1313 N. Vine Street
Los Angeles, Calif. 90028

Gregg A. Payne, Asst. Supt.
KPBS San Diego Area Instructional
Television Authority
5164 College Avenue
San Diego, Calif. 92115

Dr. Dave Wood
Instructional Materials Dept.
Sonoma Ct. Schools
2555 Mendocino Avenue
Santa Rosa, California 95401

Mr. Charles J. Vemto
Executive Secretary
Valley ITV Association
P. O. Box 6
Sacramento, California 95801

Miss Elizabeth Noel
Inst. TV Bureau A/V
School Library Education
State Department of Education
721 Capitol Mall
Sacramento, California 95814

Donna Matson
Western Instructional Television, Inc.
1541 Vine Street
Los Angeles, Calif. 90028

Canada

C. H. Williams, Director
Utilization and Information Branch
Ontario Educational Communications
Authority
1670 Bayview Avenue
Toronto 352

Wm. F. Garth, Supr.
A-V Instruction
Nova Scotia Department of Education
P.O. Box 578
Halifax, N.S.

Delaware

Donald E. Nelson
Director, Instructional Resources Center
University of Delaware
East Hall
Newark, Delaware 19711

Colorado

Lt.Col. O. L. Bayless
Depty Director
Instructional Technology
DFIT, USAF Academy
Denver, Colorado 80840

District of District

Rona H. Earle
Programming Assistant/ITV
Public Broadcasting Service
955 L'Enfant Plaza North, N.W.
Washington, D. C. 20024

Leroy Miller, Director of Research
Corporation for Public Broadcasting
888 16th Street, N.W.
Washington, D. C.

Wm. T. Dale, Director
NAEB Instructional Services
1346 Connecticut Avenue, N.W.
Washington, D. C. 20036

Mrs. Jennie Johnson
National Audio-Visual Center
Washington, D. C. 20409

Florida

Byron Steinbaugh, Director,
ITV
Palm Beach County School Board
West Palm Beach, Florida 33402

Georgia

Bill Scott
Program Director
WETV and WABE
740 Bismark Road, N.E.
Atlanta, Georgia

Illinois

Raymond C. Giese, Exec. Director
Central Educational Network
5400 N. St. Louis Avenue
Chicago, Illinois 60625

Miss Wanda B. Mitchell
Supervisor of Media Production
Evanston Twp High School
1600 Dodge Avenue
Evanston, Illinois 60204

Jerrold T. Sundt, Director
Bell & Howell School of Instructional Technology
7235 North Linder
Skokie, Illinois 60076

Dr. Lorraine M. Sullivan
Assistant Superintendent
Department of Curriculum
Chicago Board of Education
228 North LaSalle Street
Chicago, Illinois 60601

Indiana

R. E. Wolf, Asst. Dir.
ITV Purdue TV Unit
Purdue University
Lafayette, Indiana 47906

Howard N. Uhrig, Coordinator of Audiovisual Instruction
South Bend Com. School Corporation
635 South Main Street
South Bend, Indiana 46623

Iowa

James Craig, Director of Instruction
Iowa Educational Broadcasting Network
P.O. Box 1758
Des Moines, Iowa 50306

James S. Duncan,
Director
Drake University
Des Moines, Iowa 50311

Kansas

Jack R. Heather,
Director of Radio-TV
Fort Hays Kansas State College
Hays, Kansas 67601

Kentucky

Dr. Fred Haas, Coordinator
ETV
Western Kentucky University
Bowling Green, Kentucky 42101

William G. Neill, Asst. Director of Education for Utilization
Kentucky Network
600 Cooper Drive
Lexington, Kentucky 40502

Kenneth Lamb, Vice President of ITV
Director of WKPC-TV
Box 1515
Louisville, Kentucky 40201

Maryland

C. K. Gregory, Director
Learning Resources
Community College of Baltimore
2901 Liberty Heights Avenue
Baltimore, Maryland 21215

Angela McDermott, Director
Maryland Center for Public Broadcasting
Owings Mills, Maryland 21117

Massachusetts

Sheldon H. Sarnevitz
A-V Supervisor
Concord Carlisle High School
Thoreau Street
Concord, Mass. 01742

Howard Spergel
Director of Educational Services
Eastern Educational TV Netowkr
381 Elliot Street
Newton, Upper Falls, Mass. 02164

Michigan

Robert Miller,
Director
Michigan Classroom Television
Michigan State University
East Lansing, Michigan 48202

Minnesota

Twin City Area Educational
Television Corporation
1640 Como Avenue
St. Paul, Minnesota 55108

Lorayne Palarine
Supervisor, ETV
St. Paul Public Schools
1557 Huron Street
St. Paul, Minnesota 55108

Missouri

Mrs. Kathryn Bennett
Instructor, Radio & TV
Northwest Missouri State College
Maryville, Missouri 64468

Robert C. Glazier
Executive Director
KETC-TV, Channel 9
6996 Millbrook Blvd.
St. Louis, Missouri 63130

Zoel J. Parenteau
Station Manager
KCSD-TV
1100A Board of Education Building
1211 McGee Street
Kansas City, Missouri 64106

Nebraska

Dr. Edward Cavert
GPNIT Library
University of Kansas
1311 Carlos Drive
Lincoln, Nebraska 68505

Robert Chapman
Nebraska Council for Educational TV, Inc.
1620 R. Street
Lincoln, Nebraska 68508

New Jersey

Martin T. Skeele,
Coordinator
Mobile Media Center
Jersey City State College
2039 Kennedy Boulevard
Jersey City, New Jersey 07305

New York

Sister M. Irene Fugazy
Director of Utilization
Archdiocese of New York
Seminary Avenue
Yonkers, New York

Geraldine McMullen, School Relations Dir.
Rochester Area ETV Association, Inc.
410 Alexander Street
Rochester, New York 14607

New York (continued)

Mrs. Martha Walstrum
Assistant Director for TV
Production
State Univ. College at Brockport
Brockport, New York 14420

Ben Wallace, Director
Mineola Public Schools
District No. 10
200 Emory Road
Mineola, New York

Mr. E. L. Palmer, Director
of Research
Children's Television Workshop
1865 Broadway
New York, New York 10023

N. W. Hosler, District Director, ITV
KHD-21 (ITFS)
230 Poppy Avenue
Franklin Square, New York 11010

Betty Smith Broder
Communications Coordinator
Mineola Public Schools
District No. 10
200 Emory Road
Mineola, New York

Gerald K. Bates
125 Birchwood Drive
Schenectady, New York

North Carolina

Mr.C. H. McAllister
Director of Instructional TV
New Hanover County Schools
Wilmington, North Carolina 28401

Charlie Yates, Coordinator
ITV, WTVI
Charlotte-Mechlenburg Schools
Box 149
Charlotte, North Carolina 78201

North Dakota

William A. Nelson
Director of Instructional Services
North Central Council for School
TV, Inc.
4500 South University
Fargo, North Dakota 58102

Ohio

Lawrence B. Stone
Instructional Director
Ohio University Broadcasting
College Street
Athens, Ohio 45701

James D. Bailey, Director
Instructional Services
Parma Public Schools
6726 Ridge Road
Parma, Ohio 44129

Margaret Tucker
Director
Bowling Green State University
Bowling Green, Ohio 43402

Fred C.Harner, Executive Secretary
Educational TV for S.E. Ohio
4½ West State Street
Athens, Ohio 45701

Oregon

Barbara Cole, Specialist
ITV-Radio
Oregon Board of Education
942 Lancaster Drive, NE
Salem, Oregon 97302

Pennsylvania

Mrs. Lee Ducat
Instructional Coordinator
Tri-State Instructional
Broadcasting Council
Folsome, Penna. 19033

Dr. Mary Sceiford, Asst. Dir.
School Services
WQED-WQEX
4802 Fifth Avenue
Pittsburgh, Penna. 15213

Charles Hettinger,
Associate Director
TV Education
WQED-WQEX
431 S. Bellefield Avenue
Pittsburgh, Penna. 15213

Richard J. Scott
Utilization Assistant
AEBC/WPSX-TV
202 Wagner Building
University Park, Penna. 16802

David Leonard
Penna. Public TV Network
P.O. Box 397
Hershey, Penna. 17033

South Carolina

Dr. Lark O. Daniel
Executive Director
Southern Ed. Communications Assn.
Columbia, South Carolina

Tennessee

Robert L. Carswell
Production Manager
Northwest Tennessee Public
School ITV
College Station,
Martin, Tennessee 38237

Texas

John E. Fryman
TEMP Coordinator
University of Texas
Box 7158
Austin, Texas 78712

Dan Bonner, Consultant
Resource Center
Division of Instructional Media
Texas Education Agency
State Department of Education
Austin, Texas 78711

Texas (continued)

Myrtle Boyce
Director of Instructional Programming
KLRN-TV
P.O. Box 7158
Austin, Texas 78712

Virginia

Portia Meares,
ITV Director
Northern Virginia Educational
Telecommunications Assn.
8333 Little River Turnpike
Annandale, Virginia 22003

Albert O. Louver,
Radio & TV Coordinator
Colonial Williamsburg, Inc.
Williamsburg, Virginia 23185

Mrs. Grace J. Walters
Director of Instructional TV
Hampton Roads Educational TV Assn.
5200 Hampton Blvd.
Norfolk, Virginia 23508

Washington

June Dilworth, Director
School Services
KCTS-TV, Channel 9
University of Washington
Seattle, Washington 98105

West Virginia

Robert D. Willits,
Media Coordinator
Appalachia Educational Lab
P. O. Box 1348
Charleston, West Virginia 25325

Larry Broquet,
Utilization Director
WMUL-TV
Marshall University Communications Center
Huntington, W. Va. 25701

Wisconsin

James Kissinger,
Vocational Guidance Director
Northeastern Wisconsin In-
School TV
P.O. Box 7711
Green Bay, Wisconsin 54303

Aaron L. Shansky
Prod. Coordinator Radio-TV
Milwaukee Public Schools
5225 W. Vliet Street
Milwaukee, Wisconsin 53208

Victor Fuchs, Director
Television
Wisconsin State University
Stevens Point, Wisconsin 54481

Wisconsin (continued)

Ralph Schmit
Director of TV
Archdioceses of Milwaukee
3800 North 92th Street
Milwaukee, Wisconsin 53200

Wyoming

Mark D. Handley,
Coordinator of Program Operations
Office of Broadcast Services
University of Wyoming
Box 3274
University Station
Laramie, Wyoming 82070

APPENDIX C

National ITV Personnel Needs Survey:

Composite Questionnaire Responses

NATIONAL ITV PERSONNEL NEEDS SURVEY:
Composite Questionnaire Responses

1. Do you have a general instructional television utilization guide which is distributed to teacher and/or supervisory personnel in your area?

Yes ||| |||| |||| |||| ||

No |||| |||| |||| |||| |

Comments:

1. One is available for secondary teachers but not at this level.

2. No TV - just FM.

3. At J.C.S.C. we have no continuing series of ITV programs, we use TV for evaluation of students (e.g., "Microteaching") and for single programs (produced on an ad hoc basis and distributed only on campus via tape or dial access). Since program users are also involved in their production, we do not publish a utilization guide.

4. The Radio-TV Department at Drake is concerned with the teaching of writing, announcing and production skills. The Media Services Department is responsible for the production and transmission of lessons -- Biology lectures, Retailing sales presentations, Music conducting, etc. I have conferred with Ken Gfeller, head of production for Media Services and he advises me no guides are used. This does not mean that certain areas do not prepare syllabi of television work, but no utilization guide has been formulated. We are completely cabled so that lessons can be transmitted to any classroom.

5. We have a general set of instructions for our TV coordinators which are distributed periodically to the schools.

6. I am currently in the process of preparing one - I have about two chapters done and am using the U. S. Military Academy guide as a reference. ✓
(Mark D. Handley, Univ. of Wyoming.)

7. In our Schedule Book for the year, we have suggestions for utilization.

8. Booklet covers the entire range of our Instructional Technology Services, i.e., not restricted to ITV.

9. Central Educational Network not presently involved in ITV.

10. (Composite) Composite teacher's guides and utilization information.

11. In the form of a teacher's handbook - the "how to" information is limited - it is mostly general information - schedule; program listings, etc.

12. Guide is brief, but effective for teachers who use it!

13. Part of General Program Guide for In-School Services

14. Individual guides for typing and Spanish and A.P. Physics courses.

15. We provide a Program Guide to the various Series and Teacher Manuals for each.

16. We offer in-service workshops upon request by participating schools.

1. Do you have a general instructional television utilization guide which is distributed to teacher and/or supervisory personnel in your area?

Comments:

17. Provided by state.

18. Our role is to assist local PTV stations in the production of ITV material that may deal with 18th century culture.
No, although WCVE, Richmond, or WHRO, Norfolk, may offer a guide)

19. The guides are produced separately for each series.

20. ITV accomplished by RETAC - La. Co. Schools.

21. We are just beginning to develop such a guide; our facilities are new and distribution to the campus begins Fall '71.

22. Would like one.

23. Guides are provided for each subject.

24. Very limited use of ITV in our area.

25. Single course ITV production - Variable and individual utilization - Handled on an informal, one-to-one basis.

26. Composite guide for each teacher. Includes utilization hints plus guide for each ITV lesson we telecast.

27. If you mean production - No. If you mean the rights of those using ITV - Yes.

28. We are working on a videotaped college credit course in utilization

29. We use single sheets/pamphlets to keep teachers aware of utilization.

30. Contact Educational TV for Southeastern Ohio, Inc., 4½ W. State St., Athens, Ohio

31. WQED "Teacher's Manual" Pittsburgh - produced "Make Classroom Television Work for You"

32. PPTN involvement in ITV is only coordination of program distribution. Penna. Dept. of Education (Harrisburg) is state agency with other responsibilities. As a practical matter, however, each of Pennsylvania's 7 stations handles ITV within their areas. Guides, research info., etc. is available from these sources.

33. The guides are produced separately for each series.

34. We produced one about six years ago which we no longer distribute.

Comments:

35. Distributed By KTCA-TV Channel 2

36. Our "Teachers' Handbook" indicates series, schedule, and basic information.

37. Limited funds have prevented such distribution.

38. Yes - Our general television manual, LEARNING WITH TELEVISION, is revised each year and is well received by teachers and administrators. ✓

39. We have separate guides for each ITV series

40. We are producers of programs used in 37 states. We have no school district of our own.

41. Three separate guides: primary, upper elementary, secondary

42. We have several: The Index, Grades One and Two, Grades Three and Four, Grades Five and Six

43. This one has been distributed all over this country ad well as other countries.

2. If you answered yes to question 1, will you please send a copy of your utilization guide to the above address?

Yes 𝍸 𝍸 𝍸 11 = 17 (Actually 120 documents were received.)

No 1111 : 4

Comments:

1. Not compiled in guide form.
2. When finished (about two to three months) (Mark D. Handley, Univ. of Wyoming)
3. Temporarily out of stock. (Wm. Mavrides, Univ. of Akron)
4. To the extent that information is applicable in a wide variety of situations.
5. Enclosed (Lt. Col. Bayless, USAF Academy
6. Guides may be secured by writing to (Donna Turner, KET, 600 Cooper Drive, Lexington, Ky.
7. Not enclosed. (Wm. G. Neill, Ky. Network, Lexington, Ky.)
8. When 1971-72 guide becomes available (Richard Scott, University Park, Pa. 16802)
9. Limited quantity - only distributed to teachers using series.
10. I will include our FM guide. It may be helpful.
11. Will send last year's guide - Portia Meares, Virginia
12. KTCA-TV Channel 2 Comprehensive Guide is distributed throughout the state
13. This is for the State Network. Local material is mimeographed.
14. We use the monthly publication of the Oregon Board of Education to disseminate information about ITV and Radio. A copy is enclosed. (See page 2)
15. I will also send sample secondary guides.
16. Attached.

3. Do you feel that a general ITV guide is (or would be) useful to the ITV users in your area?

Yes ||||-||||-||||-||||-||||-|||| = 29

No ||||-|| = 7

Comments:

1. Possibly

2. More useful if locally produced. There are too many general ones available now.

3. I definitely think there is need for some brief guide.

4. To the extent that information is applicable in a wide variety of situations.

5. Maybe. In past years we have used one, but with mixed results.

6. We have no direct relationship to the public/private K-12 schools in the state; suggest you send questionnaire to Mr. Richard Krueger, Dept. of Public Instruction, Dover, Delaware. ✓

7. Response is very favorable.

8. TV is correlated with curriculum projects.

9. I consider it foolish and impossible to attempt to work without a guide.

10. Generalizations are generally not useful to our teachers in this regard. TV has been a part of their experience too long for generalizations.

11. One addressed to the interests of the classroom teacher stressing their importance in the total ITV picture.

12. Yes, providing we figure out a way to get them to use it!

13. In-service workshops are more helpful.

14. A "hard sell" is needed for all levels in the schools.

15. Don't know.

16. Video tape, 16 mm film, kinescope better. Teachers don't READ any material at great length.

17. We are developing this now to be included in our yearly schedule guide.

18. We have distributed one from another State (?)

19. Production guide.

20. If we are talking about the same thing.

21. The guide should be constructed from the consortium approach.

22. Not at present.

3. Do you feel that a general ITV guide is (or would be) useful to the ITV users in your area?

Yes ||||-||||-||||-|| = 17

No | | = 2

Comments:

23. Profs. want to do their own thing - turned off by the apparent "standardization" of a "guide."

24. There needs to be two kinds. One should be for beginning teachers who have not used television before. The other should be more sophisticated.

25. If its used.

26. Vital - but must be supported by utilization personnel.

27. Particularly for the media people who are charged with facilitating the use of media in their schools, districts, regions, etc.

28. A very simply guide might be useful.

29. Why not videotape? for local and regional use.

30. This has been most effective for us.

31. KIRN offers too many series for one general guide.

32.

5. What do you consider to be the best utilization books, guides, or manuals available today?

Comments:

1. State of Virginia - Nebraska Network

2. I'm not familiar with very many - I like the USMA guide mentioned above. (U. S. Military Academyguide)

3. I don't know in terms of rating them.

4. The manuals which accompany many of the TV courses have very excellent teacher guides. These are, of course, particular to the course. But they may be good guides for a more general manual.

5. Basic reference: Teach with Television, Costello and Gordon, Hastings House.

6. Not sure what you mena specifically with the term "Utilization," otherwise, production guide or research results guide: The Schramm-Chu book on "What the Research Shows is quite valuable to our program.

7. I am not familiar with the literature, since I am in the position of administering an instructional media center in which ITV is not emphasized.

8. All the ones I've seen are outdated in terms of what we in ITV should be working toward in effective utilization of the medium of television.

9. Instructional Television - A Utilization Guide for Teachers and Administrators.

10. Local schools: West Hartford, Conn. and Schenectady, New York.
Network: South Carolina and Great Plains.

11. Hard to say because there are too many variables as to what role the guide or manual is to serve. I have been collecting manuals for years and consequently feel the best manuals are those designed for each course, rather than one listing a number of courses. There are numerous advantages for a single course manual, such as it may be updated, cost less, be used more efficiently, more specific in design, etc.

12. The Virginia guide is excellent.

13. I know of none that our teachers find useful.

14. Ours. (Robert Glazier, KETC, St. Louis)

15. Guide published by Virginia Dept. of Educ. is pretty and colorful. I'm not convinced it's too useful, however, since it contains much that is irrelevant as far as the classroom teacher is concerned.

16. Instructional Television: A Utilization Guide for Teachers and Administrations - Virginia Department of Education

17. "Producer's Guide" printed by 3M Company is an excellent general manual.

18. One that I have worked closely with is Utilizing Television in the Classroom by Gertrude A. Wasche, Coordinator of ITV at Modesto, California. (Stanislaus County School Office)

19. The old MPATI book.

5. What do you consider to be the best utilization books, guides, or manuals available today? (continued)

Comments:

20. Not qualified to answer.

21. I haven't seen one yet.

22. 21" classroom

23. Based on evaluations made by several of your Ohio colleague, I am finding that the guides produced for several of our MCT course are very well received. (I only wish the programs would get the same recommendations) I have been personally disappointed with most of those we have leased. One noted exception would be the guide for a series entitled "The Playground" produced by WKNO - Memphis, Tenn.

24. Unknown!

25. Kentucky Network - Maryland State Network

26. There are many with good sections. We will be telecasting 40 series next fall: all have manuals.

27. Have not seen any really good ones yet.

28. INSTRUCTIONAL TELEVISION Published by Virginia State Dept. of Education.

29. I have seen none that appeal to learners. Sesame Street attempts it.

30. Background: Television in the Public Interest, Bluem, Cox, McPherson; Personality and Persuasibility, Hovland & Janis, editors; Guides - Educational Television: The Next Ten Years, OE-34036; Learning by Television, Murphy & Gross; Teaches with Television, Costello & Gordon.

31. Don't know. We use films "TV Techniques for Teachers" and "Get the Picture". Filmstrip - "TV in Your Classroom". All purchased from Great Plains National Library.

32. Guides which are not general in nature but prepared to meet the needs of specific subject teachers.

33. I really can't say, probably Diamond's A Guide to ITV, ACE College Teaching by Television and Koenig and Hill, The Farther Vision: ETV Today

34. Virginia's guide of a couple of years ago.

35. "Instructional Television: A Utilization Guide for Teachers and Administrators" published by State Department of Education, Richmond, Virginia 23216. (This may be out of print by now.)

36. Ours - naturally! 2nd choice - the guides produced by WETA which are general g uides.

39. The guide produced by the State Department of Education, Richmond, Va. entitled Instructional Television, a Utilization Guide for Teachers and Administrators.

5. What do you consider to be the best utilization bokks, guides, or manuals available today?

Comments:

40. Great Plains Libaary — for general information as to what is available
NIT

41. The State of Virginia Utilization Guide

42. Best general utilization guide: North Carolina State Dept. of Ed., 1967.

43. Sorry, I'm not very informed on these. I like some of the ideas expressed in Towards a Visual Culture (educating Through Television) by Caleb Gattegno

44. The best is a series properly designed to be USED in the classroom. Properly designed, utilization should be somewhat obvious. The Teachers Guide is therefore the most important.

45. We feel, after careful examination of many guides, that our present format which includes the general teachers' manual (enclosed with this report) and separate guides for each television course is one of the most workable formats we have seen.

46. Virginia Guide

47. Many good guides are available - I feel some of the NIT Manuals are the best.

48. One from I believe West Virginia . . .

49. Virginia State Department, Film from SDA/ITVA (San Diego)
Material from Harold Wigren (NEA)

50. Ours

51. The Sashays in American Literature guide is one of our best. The Wordsmith (NIT) is very good, and so is Sing, Children, Sing.

52. I am also enclosing a sample guide that is different from any guide in the country. It is a curriculum for all teachers whether or not they receive TV. The TV lessons enrich what the classroom teacher is teaching- Note TV as a resource in the resource column

6. Are you aware of the results of any recent research studies in the area of ITV utilization which would be pertinent and helpful if reported to ITV teacher-users?

Yes //// ||| / = 11

No |||| |||| |||| |||| |||| |||| || = 37

Comments:

1. Of course, the two case studies books by Wilbur Schramm

2. I generally circulate particular articles to particular people as they occur in journals, etc.

3. The Schramm-Chu book mentioned above.

4. Suggest you get in touch with Kenneth Lamb of WFPK, Louisville.

5. Face-to-face sessions discussing our problems and general situation gives the best results in my opinion.

6. I believe so. Don't you think that the number is too extensive to list? I still use Schramm.

7. Doctoral Dissertation by speech instructor at Eastern Michigan University on teaching public speaking via ITV. You may obtain a copy by writing Dr. Murray, Eastern Michigan University, Ypsilanti, Michigan. Dr. Murray is the Department Chairman and should be happy to help you.

8. The research studies, like educational improvements, are so outdated by the time the information gets down to the classroom, it is of little value to the teacher or student; which is why the study was made in the first place. Most studies that I have read appear to be a paper for some PhD. Few classroom teachers would be able to decode it.

9. Exact title unknown - Summary of ITV Research Projects.

10. One I just read about the April 15, 1971 NAEB "Memo on Instruction" page 3 mentions "Sesame Street" evaluation held in Winston-Salem, N. C. The enclosed report made by an undergraduate student at Michigan State Univ. certainly can't be statistically validated but I thought you might enjoy his thoughts.

11. Check with NAEB.

12. You are probably aware of this source, but here it is: USOE Bureau of Libraries and Educational Technology, Mr. Burton Lamkin, Associate Commissioner, U.S. Office of Education. Much information here on technology, compatibility, information flow, multi-media, national tele-communications plans, etc.

13. Enclosed research study on Grade IV science - Wm. F. Garth

14. The ETS report about Sesame Street - June Dilworth

6. Are you aware of he results of any recent research studies in the area of ITV utilisation which would be pertinent and helpful if reported to ITV teacher-users?

Comments:

15. EBU report on Color TV in instruction.

16. Probably LEARNING FROM TELEVISION: WHAT THE RESEARCH SAYS by Chu and Schramm is a good fundamental work. Recent reports of Sesame St. findings might be interesting for teachers.

17. See inclosed publication - E. Noel, Calif.

18. Ones I know about aren't pertinent!

19. Learning from Television - Chu & Schramm

20. The most recent is a study at the teaching of handwriting on TV researched by Dr. Robert Forster, Asst. Supt. in Charge of Instruction, Norfolk City Schools, Norfolk, Va. 23501.

21. The Schramm report: Learning from Television (NAEB) by Wilbur Schramm.

9. What techniques do you use in your area to improve ITV utilization?

Workshops? (local level, regional level, state level) Other?
How successful do you feel these techniques are?

Comments:

1. Local workshops. Build reputation and spread our story by word of mouth.

2. Local.

3. Meetings with TV coordinators; our newsletter in which we try to offer encouragement for the use of TV and questionnaires and evaluation sheets.
On the elementary school level, quite successful; on the high and college level - we are just beginning to make a major thrust. (Sister Fugazy, New York)

4. Local, regional.
Special workshop for curriculum areas such as bringing the TV teacher Larry Crum, of COMMUNITY OF LIVING THINGS to Athens (Fred C. Harner)

5. Local level workshops.
Annual Curriculum conferences
In three years we have increased teacher/student use in the areas of art, science, phys. ed.

6. We provide newsletter and occasional contact by the field coordinators for input. Evaluations of programs, by using teachers is also helpful. When evaluations contain additional comments always provide a written response.

7. Local.

8. Workshops - local level.
To use every professional presentational device available to enhance the production and yet achieve the objective.
Success is measured by the dedication of the instructor and skill of the director. The student is "tuned in" where the dedication exists.

9. All special conferences
Success - depend too much on personality.

10. No funds available to try to improve the utilization.

11. General catalogue. Slide tape.
Success - system is used!

12. Local level
Successful - very!

13. There are 2 of us for the state-wide utilization effort. What we can do we feel has been very effective. At all 3 levels.

14. All three levels.

15. Local - summer mini-clinics during coffee breaks (30-minute demonstrations)

16. Available workshop personnel and printed material.

17. County level and individual school workshops.
Very successful especially the school workshops.

9. What techniques do you use in your area to improve ITV utilization?

Workshops: (local level, regional level, state level) Other?
How successful do you feel these techniques are?

18. We have reduced the production and distribution of recorded lessons and are concentrating on portable equipment.
ITV utilization workshops are held in individual districts, since the State no longer has a closed circuit network.
I can't comment on success, since I don't have access to the information.

19. Local level.
Moderately successful.

20. Other? person-to-person
O.K. for a small to intermediate sized situation

21. Every couple of years we have had a local workshop. The teachers that need it usually don't attend.
As I find a teacher preparing to use TV, I make it a point to meet with them personally to help them formulate their utilization plans.
Successful? So-so; again, if the TV lessons were better, they would try harder.

22. Local level. Work closely with curriculum specialists and classroom teacher in the planning of content and scheduling times.

23. Local and regional level.
Isolated classroom work - minimal basis.
Successful? Not very!

24. Yes - all levels. Other? Telecasting on-the-air in-service programs to introduce new materials.
Moderately successful.

25. No workshops.
This begins with the entire concept of teaching and learning not with TV.
Successful? Changing thinking about teaching and learnng is slow, sporadic and hopefully successful.

26. Continued work with utilization coordinators in various school districts.
Development of other uses of the TV facilities other than broadcasting programs.
It is impossible to measure, except that utilization increases each year.

27. Local level.
Visits by TV supervisory personnel.

28. Local level.
Involvement of teachers and students in production.

29. Regional level.
Talks to faculty and students, student participation by students in Education Dept.

30. Regional and local workshops. Film and filmstrips. Fair results.

31. Local. Good results.

9. What techniques do you use in your area to improve ITV utilization?
Workshops: (local level, regional level, state level) Other?
How successful do you feel these techniques are?

Comments:

32. Local and regional levels. Fair to good with those interested, little effect on the disinterested.

33. Local workshops. Moderately successful.

34. Regional. Not very!

35. Local, regional, provincial level (these are held regularly)
Pre-service training; planning sessions; curriculum meetings,
Adequate, but require sustaining followup procedure.

36. Local mostly. They are improving.

37. Local and regional level. We have presented ITV utilization materials via TV, but question its effectiveness. Local and regional workshops - very.

38. We're starting on everything implied above, we have plenty of problems and lots of work ahead. Too soon to tell.

39. Local workshop with renewal credit given for participation.
When teachers/principals get involved at a workshop - ITV in those local classroom/school seems to improve.

40. Local and regional level. County. Speeches, telecasts, film, station visits. We're only beginning.

41. Yes (all 3) Orientation by tv (announcements, utilization programs, procedures, etc.)
Moderately. Workshops are most effective when teachers are on release (or paid) time as a professional activity. Workshops for volunteer attendance are failures.

42. Local workshops
Broadcast utilization film - Quite successful

43. Individual visits to teachers. Quite successful if teachers understand why and what lessons are for.

44. Yes, all levels.
We use television to teach about its use . . . in-service programs for teachers, broadcast as well as closed circuit, previews of series, etc.
The techniques are successful . . . we just have to keep applying them over and over until the messages catch on!

45. All. Individual "coffee" conferences on a one-to-one basis
Not very successful but probably nets the best results of any method tried.

46. All levels occasionally. Fair to good.

47. All. ITV programs for teachers on utilization of each series.
Fairly successful for teachers request more.

48. [illegible]

9. What techniques do you use in your area to improve ITV utilization? Workshops: (local level, regional level, state level) Other? How successful do you feel these techniques are?

Comments:

49. Local level. Held for teachers, administrators, curriculum directors, audio-visual personnel. Most effective workshops have been (1) working with teachers in small groups according to related interests, (2) large workshop with national speakers held at studios.

50. Video-taping lessons on video-tape in individual schools - Advisory Councils - regular meetings. Workshops - local and regional. Good.

51. Local:

a. General workshops pertaining to ITV Utilization.
b. Subject area workshops for specific TV courses.
c. In-service training meetings (2 to 6 scattered through the year.)
d. Involvement of classroom teachers in planning TV courses.
e. Feedback by phone, feedback sheets, and in-service meetings.
f. Meetings with principals concerning problems and innovations in TV.
g. An elementary TV supervisor and secondary TV supervisor working with individual schools and teachers.
h. TV in-service training by television when it seems advisable.
i. Lesson plans for teachers with suggested lead-up and follow-up activities, plus sources for reading and other materials.

State:
Contact Mr. Bill Neil, Kentucky Educational Television, 600 Cooper Drive, Lexington, Kentucky 40502

Regional:
Contact SECA Headquarters, 928 Woodrow Street, Columbia, South Carolina 29205

These methods are fairly successful - Kenneth Lamb, Louisville

52. Utilization Consultants visit schools; Curriculum Coordinator meetings; Principals meetings; Utilization Committee All contribute to more effective usage.

53. Meetings with groups and monthly meeting with coordinators. (One from each school)

54. Local, regional and state level. Very good.

10. Do you have any workshop papers or plans which you would be willing to send us as reference material?

Yes |||| |||| |||| = 16

No |||| |||| |||| |||| |||| |||| ||| = 33

Comments:

1. Wallace, Survival is the Name of the Game. For a copy of this, contact Dr. Ben Wallace, Supt. of Schools, 200 Emory Road, Mineola, 11501. This publication discusses learning not television. Emphasizing TV as a type of distinctive instructional means or end seems to be to be invalid-even dangerous. This questionnaire suggests that emphasis.

2. I feel that the best approach would be to meet with each teacher or group of teachers as they are preparing a course and help them realize the potentials of TV to improved instruction. Then help them design a course and help them find TV materials that fit that course. A particular course should be designed as much around the materials available on TV as traditional courses are designed around the text to be used. Neither the text nor the TV materials can be effective otherwise.

3. Not at present time.

4. Workshop framework remains fluid to accommodate wide variety of needs and situations.

5. We use ITV

6. Please contact Mr. Krueger. (Donald E. Nelson, Univ. of Delaware)

7. Yes. Our utilization film is available on a $10.00 rental basis.

8. We recommend that you make sure teachers realize how easy TV utilization is without preplanning. IT IS NOT DIFFICULT. ITV lesson production teams must build those programs with the classroom teacher and student in mind.

9. Yes. The enclosed catalogue includes materials prepared during workshops. (Wanda Mitchell, Evanston Twp. High School)

10. I would be willing to send papers. No, I do not have any workshop papers of current status, as the work is now being done by KET.

11. This will be a packet of materials we used in conducting a Southern States Utilization workshop.
We have a 30' mobile van for workshops - that enables us to go anywhere and use the following media -
color television
slides through system - shown on 23" TV screen
16 MM
over head
audio tape

Our Ampex 2" VTR can be put on remote control and we play tapes when we want them directly from the meeting room. This enables us to segment tapes and make video points without showing a whole program.

10. Do you have any workshop papers or plans which you would be willing to send us as reference material? (continued)

The truck has storage bins for all of our software-handbooks- guides, schedules and general propaganda.

This unit plays a large part in the success of our program.

12. ITV needs help to get all levels of school officials to think TV. We have to have a chance to work, not overnight will any great wave cover over the students to make them smarter. TV will not cut the cost of education, it will be more expensive; but TV can do many things better with the teacher than the teacher alone can do for the students. Remember, the children have grown up on TV and are better equipped to use TV than the teacher. Why not continue the student-TV relationship?

13. As a private historic restoration, our role in television or radio is to assist in productions that relate to early American history. We are generally willing and indeed anxious to consider any request for such assistance. Interested stations should contact my office. I have enclosed a corrected copy of our film list available to television. We do not have film clips, unfortunately, but we do have an excellent selection of slide material on almost every phase of the restoration.

14. Instruction television is successful where cooperation and communication exist between fiscal administrators - educators and productional personnel. The level of sincerity to use TV is directly proportional to its success.

15. Try Mr. Richard J. Scott, Asst. Exec. Secy. for Utilization, Allegheny Educational Broadcast Council, 202 Wagner Bldg. University Park, Penna. 16802.

16. #10 - We could submit to you at a later date this information for our 1971 summer plans. A very good survey you have constructed.

17. I believe what you are doing is instrumental in getting different projects and concepts coordinated.

18. Contact RETAC, 155 W. Washington, Los Angeles, c/o Pat Seeley or Elinor Richardson who is Consultant in Charge.

19. See attachment on Guidelines for ETV-Junior High School Science Telecasts.

20. But not in final development stage.

21. None pertinent.
We are hoping that when our credit course is completed, it will help Maryland educators.

22. No. We do not sponsor workshops usually but rather cooperate with other agencies who do (school districts, media associations and so on).

23. We have prepared a utilization guide entitled "Use! . . . Don't Choose." The cost is $1.00 per copy.

APPENDIX D

National ITV Agencies and Leaders:

Sample VIP Letters

NATIONAL ITV AGENCIES AND LEADERS:

SAMPLE VIP LETTERS

Dr. Bonnie Gilliom
2495 Haverford Road
Columbus, Ohio 43220
April 21, 1971

Dr. Roy Danish, Director
Television Information Office
745 Fifth Avenue
New York, New York

Dear Mr. Danish:

The State of Ohio is attempting to improve the utilization of instructional television through an ESEA, Title III Project which has as its purpose the production, publication, and dissemination of an instructional television utilization guide. As supervisor of this project, I would like to tap the best resources available as early as possible in the project.

My purpose in writing to you is to inquire in what manner I could best use the pertinent information available from your organization. Although this is only the second week of the project, I already have inklings that another bland or cute utilization guide is not going to have much operational impact on teacher-users of ITV.

What suggestions do you have? Would a visit to your headquarters or library be of value to the project? Are there knowledgeable people available to interview or with whom I could correspond? Are you aware of relevant (and valid) research findings which need to be interpreted to teachers and administrators? Can you recommend the better guides available now for use as models? Does a list of ITV managers exist? In this early stage, I am open to and eager for any procedural or informational suggestions that can be made.

Thank you in advance for any words of wisdom you can provide. With your help, perhaps the Ohio Utilization Guide can make a difference in student learning.

Sincerely yours,

Bonnie Gilliom

Bonnie Gilliom, Supervisor
ESEA Title III Project
Development of Instructional
Television Guide

BG/RJ

LETTER SENT TO REFERRED VIP'S

Dr. Bonnie Gilliom
2495 Haverford Road
Columbus, Ohio 43220
May 21, 1971

Mr. David W. Marxer, Director
Educational Media
Huntsville Public Schools
Huntsville, Alabama

Dear Mr. Marxer:

Mr. Vernon Bronson has recommended that I contact you for information. The State of Ohio is attempting to improve the utilization of instructional television through an ESEA Title III project which has as its purpose the production, publication, and dissemination of an instructional television utilization guide. As supervisor of this project, I would like to tap the best resources available as early as possible in the project.

My purpose in writing to you is to inquire in what manner I could best use the pertinent information available from your organization. Although this is only the beginning of the project, I already have inklings that another bland or cut utilization guide is not going to have much operational impact on teacher-users of ITV.

What suggestions do you have? Would a visit to your headquarters or library be of value to the project? Are there knowledgeable people available to interview or with whom I could correspond? Are you aware of relevant (and valid) research findings which need to be interpreted to teachers and administrators? Can you recommend the better guides available now for use as models? Does a list of ITV managers exist? In this early stage, I am open to and eager for any procedural or informational suggestions that can be made.

As a beginning procedure, I am attempting to gather <u>general</u> utilization guides and manuals presently in use throughout the United States to serve as one source of data to help in producing a guide that will "make a difference". I would appreciate it if you would look over the enclosed questionnaire, fill it in and return it to me if appropriate, or make any other suggestions.

Thank you in advance for any words of wisdom you can provide. I will be happy to provide you with a copy of Ohio's guide when it is completed--hopefully by February, 1972. Please let me know if you want a copy.

Sincerely,

Bonnie Gilliom

Bonnie Gilliom, Supervisor
ESEA Title III Project
Development of Instructional
Television Guide

BG/RJ

Encl.

APPENDIX E

National ITV Agencies and Leaders:

VIP Letter Recipients

NATIONAL ITV AGENCIES AND LEADERS:

VIP Letter Recipients

VIP letter (no questionnaire)

Sent to:

Mr. Roy Danish, Director
Television Information Office
745 Fifth Avenue
New York, New York

Mr. E. L. Palmer, Director of Research
Children's Television Workshop
1865 Broadway
New York, New York 10023

National Educational Television Center
2715 Packard Road
Ann Arbor, Michigan

Mr. Robert Mott
Public Broadcasting Service
888 Sixteenth Street, N.W.
Washington, D. C.

Mr. Vernon Bronson
Executive Consultant
National Association of Educational Broadcasters
1346 Connecticut Avenue, N.W.
Washington, D. C. 20036

Mr. William G. Harley, President
National Association of Educational Broadcasters
1346 Connecticut Avenue, N.W.
Washington, D. C. 20036

Mr. Robert Maull
Instructional & Professional Services
NAEB
1346 Connecticut Avenue, N.W.
Washington, D. C. 20036

Mr. Leroy Miller, Director of Research
Corporation for Public Broadcasting
888 16th Street, N.W.
Washington, D. C.

Mr. Claire Tettemer
NAEB Teaching Materials Library
c/o Division of Communication Services
North Illinois University
DeKalb, Illinois 60115

VIP Letter Plus Questionnaire	Referred by
Mr. David W. Marxer, Director Educational Media Huntsville Public Schools Huntsville, Alabama	Vernon Bronson
Mr. Ralph Schmit Director of TV Archdiocese of Milwaukee 3800 North 92nd Street Milwaukee, Wisconsin 53200	Vernon Bronson
Mrs. Grace Waters Director of ITV The Hampton Roads ETV Association 5200 Hampton Boulevard Norfolk, Virginia 23508	Vernon Bronson
Dr. Edward Cavert GPNIT Library 1311 Carlos Drive Lincoln, Nebraska 68505	Vernon Bronson
Dr. Henry J. Caughin, Director South Carolina ETV Network 2712 Millwood Avenue Columbia, South Carolina	Vernon Bronson
Mr. Byron Steinbaugh, Director ITV Palm Beach County School Board West Palm Beach, Florida 33402	Vernon Bronson
Dr. Lark Daniels Director of Hawaiian ETV Network University of Hawaii Honolulu, Hawaii	Vernon Bronson
Dr. Murray, Chairman Speech Department Eastern Michigan University Ypsilanti, Michigan	Mrs. Kathryn Bennett
Miss Gertrude A. Wasche Coordinator of ITV Stanislous County School Office Modesto, California	Mrs. Kathryn Bennett
Magnetic Products Division 3M Center Minnesota Mining & Manufacturing Co St. Paul, Minnesota 55101	Mr. Barney Chernoff

VIP Letter Plus Questionnaire	Referred by
Mrs. Jennie Johnson National Audio-Visual Center Washington, D. C. 20409	William Dale
Mr. Kenneth Lamb WFPK Louisville, Kentucky	Fred Haas
Miss Donna Turner KET 600 Cooper Drive Lexington, Kentucky	Fred Haas
Mrs. Evelyn Davis, Community Relations Children's Television Workshop 1865 Broadway New York, New York 10023	Edward Palmer

APPENDIX F

National ITV Agencies and Leaders:

Selected Most Valuable Responses from VIP's

Great Plains National Instructional Television Library

UNIVERSITY OF NEBRASKA
LINCOLN, NEBRASKA 68508

402•432-3081
402•432-3637

LIBRARY POLICY BOARD

GEORGE E. BAIR
Director of Television
University of North Carolina

WALTER K. BEGGS
Dean, Teachers College
The University of Nebraska

MILTON W. BIERBAUM
Superintendent, Maplewood-
ichmond Heights, Missouri, Schools
(Retired)

ROBERT GERLETTI
Director, Educational Media
Division, Office of Los
Angeles County Superintendent
of Schools

BARTON L. GRIFFITH
Coordinator, Instructional
Television Service
The University of Missouri

RICHARD B. HULL
irector, Telecommunication Center
Ohio State University

KENNETH JONSON
Director, Mountain States
National Education Association

J. MARTIN KLOTSCHE
Chancellor, The University of
Wisconsin at Milwaukee

JAMES F. MACANDREW
Director of Broadcasting
ew York City Board of Education

W. C. MEIERHENRY
Chairman, Department of
Adult and Continuing Education
University of Nebraska

J. FRED MURPHY
President (1961-62) and Treasurer
(1963-), North Central Association
of Colleges and Secondary Schools

KENNETH E. OBERHOLTZER
Superintendent of Denver Public
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GEORGE PARKINSON
Director Emeritus, Milwaukee
Area Technical College

JOHN C. SCHWARZWALDER
Executive Vice President
Twin City Area ETV Corporation
(KTCA-TV, KTCI-TV, KWCM-TV)

REV. JOHN C. URBAN
ITV Project Director
Archdiocese of
Los Angeles

EXECUTIVE CONSULTANT

JACK McBRIDE
Director of Television and
General Manager, KUON-TV
The University of Nebraska

May 26, 1971

Dr. Bonnie Gilliom
2495 Haverford Road
Columbus, Ohio 43220

Dear Dr. Gilliom:

Your questionnaire and letter cause me to respond to an area of deep concern to me. For, you see, I don't really believe in ITV utilization guides as such. Therefore, I'll forget about the questionnaire and try to answer your letter.

First, a list of ITV managers -- and key operational personnel -- does indeed exist in the 1971 Directory of Educational Broadcasting published by the National Association of Educational Broadcasters. The published price is $5.50 and it can be obtained from the NAEB, 1346 Connecticut Avenue, N.W., Washington, D. C. 20036. Because of their radio affiliation, the Columbus Public Schools may already have received a copy.

The only adequate utilization guide I know of is Jim Gaylord's effort for the Virginia State Department of Education. Under an ESEA Title V grant, Jim synthesized the information from most of the utilization attempts around the country. In case you are not aware of this glossy guide, I am enclosing one we adapted for use in Nebraska.

You are right in assuming that another cute and bland utilization guide is not going to have much operational impact. But then, what is? In our four years with the ESEA Title III funded Project ASERT in Nebraska, we found very little (if any) actual change in the classroom teacher's behavior because of the utilization guides we wrote or stole from others. Not even eyeball-to-eyeball workshops seemed to help much.

As I have observed the genesis and development of utilization guides over a period of several years, they appear now to be more of the nature of promotional devices rather than instructional devices.

There has been a great proliferation of glossy guides that attempt to tell the teachers -- some in very articulate ways -- how to prostitute the classroom activities to use a product that (with few exceptions) has not been designed to be used for instructional purposes in the classroom.

I have found that the best utilization guide, therefore, is adequate information about a well designed segment of instruction that is mediated for classroom use by television. Since teachers have little, if any, control over the physical environment and access to sets, it seems almost ludicrous to imply these conditions are their responsibilities in a utilization guide.

As you can see from the Project ASERT material enclosed, we tried to communicate with the student, the teacher, and the school administrator about all aspects of the mediated segment of instruction. We found in the project that programs were best "used" by teachers who fully understood what we were trying to do: how we selected a target audience; what needs existed in this target audience; what our general goals were to fill these needs; what objectives would evidence reaching the goals; and how to test if these objectives were met by their students. We also told them how to prepare the learners for instruction rather than preparing a class for viewing in pre-program and follow-up activities.

But, of course, none of this is possible if the ITV programs have not been designed for these instructional factors. And that brings me to how Great Plains National may help. As a function of Research & Development for the Library, we have extended the work begun in Project ASERT by developing a set of procedural guidelines for the systematic design of instruction for television. It is the theory, of course, that if ITV programs are adequately designed, there would be no need for utilization assistance any more than utilization guides are needed for a presentational lecture, the chalkboard, the textbook, or any other integrated and essential part of the instructional process.

To expand on this concept, perhaps a visit to the Library may help. Surely, with the largest concentration of ITV activities at any one single location in the country, a few days in the Nebraska ETV complex will give you a much broader perspective of what is going on now at all levels in ITV.

However, I must admit that the realities of the real world keep catching up to us. We depend on a mechanical device that scares the

hell out of a lot of teachers. We have also built a tradition of apologetic intrusion into the classroom setting with material we have enshrouded in an aura of mystery and technical mystique. Thus, through Great Plains National, there is available to classroom teachers some "utilization" assistance in other than print-oriented media to dispel this mystique. If you haven't seen these, you should before you begin your effort.

You have your job cut out for you. Good luck. If I can be of any assistance at all, please don't hesitate to ask. Of course, I would be delighted to see the final result of your effort when it is ready.

Sincerely,

C. Edward Cavert

C. Edward Cavert
Research & Development

CEC:bh

Enclosures

INSTRUCTIONAL TELEVISION NETWORK
THE BOARD OF PUBLIC INSTRUCTION
OF PALM BEACH COUNTY, FLORIDA
505 S. CONGRESS, BOYNTON BEACH, FLORIDA 33435

May 27, 1971

Dr. Bonnie Gilliom
4295 Haverford Road
Columbus, Ohio 43220

Dear Dr. Gilliom:

I was very pleased to receive your letter of May 21, 1971 concerning your development of an instructional television guide. I certainly concur that another bland or cute utilization guide will not have much impact upon those in the schools who make use of television lessons. There are already several of these guides around, one of which is excellent, and another of the same will not really serve to meet a need.

You've asked for some of my suggestions and I will provide them to you with full understanding that they may go directly into the round file located on the floor if they serve no use to you.

There are excellent television lessons and television series available which have been locally produced as well as those which are available through the National Instructional Television and Great Plains. It seems to me that the problem is not one of merely developing a good television lesson, since this can be and is done in many places, but rather one of seeing that the lesson is used in the proper fashion. On a practical basis, I would rather have a mediocre lesson with outstanding utilization than I would have a outstanding lesson with mediocre, or worse, no, utilization. For too long we have relied on the classroom teacher to take an interest in instructional television and its programs and to use them in the "proper" fashion. We have provided her with guides that tell how far the students should sit from the set, the number of sets per square footage in auditorium and classrooms, the number of concepts to be presented in each lesson, ad infinitum.

Let's be quite frank. The classroom teachers today have an overwhelming burden placed upon them not only in maintaining discipline in their classrooms and with a myriad number of organizational details to keep up with, but also maintaining proficiency in subject matter in view

of the new methods and techniques which are developed. It has been my experience that, faced with all these responsibilities, television lessons are often used in some haphazard fashion rather than as a portion of the instructional process. I have even found them used as babysitters for the classroom teacher while she grades papers, takes a break, or abandons her class to the tender mercy of the television teacher.

I would make the following specific suggestions concerning any guide or information on television utilization:

1. Television lessons must be developed which can be utilized. The lessons must meet a valid classroom need and must have sufficient quality so that they do not merely duplicate the classroom teachers efforts but instead go beyond into those areas where the teacher honestly needs assistance.

2. Study Guides, Teachers Manuals or other similar material must give the teacher a clear indication of what is found in the lesson with suggestions on its utilization.

3. The lessons must be made available at a time and in a manner convenient to the classroom teacher. With our 8 channel broadcast system (ITFS) we find it difficult to provide the multiple repeats during the day which are necessary at the secondary school level.

4. Some system must be made available by which students can cause these lessons to be relayed for their individualized use. Please refer to page 33 in our broadcast schedule and also be aware that this same procedure is available for student use.

5. Sufficient numbers of television receivers must be made available so that utilization may take place easily, without the necessity of searching for sets, moving them down the halls, setting up in classrooms, etc.

6. Sufficient production quality must go into these lessons so that the students interest is held. This means, time and time increases the cost.

7. Some provisions must be made for students to become involved in the development of television lessons. This relevancy causes interest which in turn generates its own utilization.

8. "Hands on" use of the equipment must be allowed for the students to use the equipment themselves for their own productions.

Most of my suggestions regarding utilization have been founded on the premise that a good utilization guide is based on application for specific lessons rather than on general use. I feel that utlization, particularly in the early stages, must be a "hand holding" effort with teachers guided as much as possibl. so their initial insecurity will not result in antagonism (overt or covert) toward ITV. A good lesson which meets a need develops much (most?) of its own utilization. If you'll forgive me - look at Sesame Street; but remember the time and cost factor.

It seems that I am going on at some length, unfortunately telling you many of the things which you already know. I would certainly like to extend an invitation to you to spend as much time as you deem advisable visiting our ITV system and talking with our personnel here. The Department of Learning Resources is quite extensive comprising an FM radio operation, 8 channels of television broadcast on the 2500 mhz level, AV and TV utilization, instructional materials and film, and the County School Libraries. Our current plans include the addition of a UHF channel for ETV purposes in the near future.

I am enclosing a fairly comprehensive set of our study guides as well as a broadcast schedule. As you will notice from the study guides, most of our lessons had been developed in the affective domain. This has made our utilization effort somewhat easier.

I hope from all this verbiage a word of wisdom might have occurred.

Best wishes for your guide and I look forward to seeing you should you be able to include our station in your visitation schedule.

Sincerely,

Byron F. Steinbaugh

BFS:fs
enclosure

Byron F. Steinbaugh
Program Specialist in
Instructional Television

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

INSTRUCTIONAL SERVICES

April 14, 1971

Dr. Bonnie Gilliom
2495 Haverford Road
Columbus, Ohio 43220

Dear Dr. Gilliom:

This letter is in response to your recent inquiry addressed to Mr. Robert Maull. Mr. Maull is no longer with this office, so I am taking the liberty of responding to your letter.

Your perception that another bland or cute utilization guide will not have much operational impact on teacher behavior is, I think, an accurate one. I am inclined to believe that one reason that we see poor utilization patterns in the classroom is that the bulk of television material being produced has not been designed for effective utilization. Of course there are exceptions, but frequently what is seen in the classroom does not appear to have been produced with an understanding of how it can be effectively used by learners and classroom teachers. Unfortunately I am unaware of any general guides that have produced evidence of success. However, I do know that Mrs. Jennie Johnson at the National Audio-Visual Center here in Washington is working on some utilization materials. I would recommend that you correspond with her directly at the following address:

Mrs. Jennie Johnson
National Audio-Visual Center
Washington, D.C. 20409

I am also enclosing a copy of the Final Report of the National Project for the Improvement of Televised Instruction and a copy of the NAEB Directory, which includes some of the resource material which will be of value to you.

My best wishes for success with your project.

Sincerely,

William T. Dale

William T. Dale
Director

WTD:jah

NAEB Teaching Materials Library

COMMUNICATIONS DIVISION
Northern Illinois University
DeKalb, Illinois 60115
Area Code 815 753-0177

April 28, 1971

Dr. Bonnie Gilliom
Supervisor
ESEA Title III Project
2495 Haverford Road
Columbus, Ohio 43220

Dear Bonnie:

I certainly agree with you, that another "bland or cute utilization guide" is not going to get the job done, as far as instructional television utilization. Unfortunately, I am afraid that I cannot offer any help, other than myself. We are not currently adding to our library of materials, not that the material is not needed, but we just don't have the funds or people available to develop the material. I am enclosing a copy of the latest brochure, listing those materials which we are circulating through the teaching materials library. We have excellent facilities for distribution, unfortunately, we are not being able to add to this information.

The only list of instructional television managers that I could suggest are those that might be available through the National Association of Educational Broadcasters or the Division of Telecommunication of the Association for Educational Communication and Technology. As far as I know, there is no, one, such list.

While we do not have people here at Northern Illinois University working in utilization, I will be happy to volunteer my service in whatever way possible since I have a long standing interest in utilization, if such a subject exists, and believe that the only way to get increased and better utilization is to plan for it, before the material is produced. I will look forward to seeing the Ohio ITV Utilization Guide.

Cordially,

Clair R. Tettemer
Director

CRT/ln

Enclosure

APPENDIX G

Ohio ITV Personnel Interviews:

Topical Outline

OHIO ITV PERSONNEL INTERVIEWS:

TOPICAL OUTLINE

I. Describe Ohio ITV scene.

II. Describe reading audience of ITV publication.

III. What should the content be . . . what are the essential messages?

IV. What will be read . . . what medium (layout, style, format, art)?

V. Suggestions for further research (studies, guides, books, utilization films or tapes, knowledgeable people).

VI. Trends in ITV.

VII. Utilization problems and solutions.

VIII. Methods of communication:

ITV personnel to school personnel,
School personnel to ITV personnel.

APPENDIX H

Teacher and Administrator Interviews:

Topical Outline

TEACHER AND ADMINISTRATOR INTERVIEWS:

TOPICAL OUTLINE

I. Your general reaction to using (or to the idea of using) ITV.

II. Specific ways in which ITV has been (or could be) beneficial to you and your students.

III. Specific problems you have encountered (or expect to encounter) in using ITV. Solutions you have found.

IV. What information do you need now?

V. Your students' general reactions to ITV:
   Attention,
   Attitudes,
   Other.

VI. Your evaluation of how using ITV has affected:
   Your role,
   Your students' learning.

VII. Describe communication processes:
   ITV personnel to you,
   You to ITV personnel.

VIII. Describe any experimentation with:
   Different sized groups using ITV programming,
   Use of VTR's or retrieval systems for obtaining programming when you want it,
   Use of series to integrate different subjects,
   Producing your own tapes.

IX. Practical suggestions for a state ITV guide:
   Would you read one?
   What would you like to see done differently?

APPENDIX I

Final Content Outline

of ITV: Promise Into Practice

Final Content Outline of ITV: Promise Into Practice

INTRODUCTION

Foreword - G. R. Bowers, Assistant Superintendent, Instruction, Ohio Department of Education

About This Book
- The Role of ITV in Education
- Putting Learners First

Getting with ITV
- Short Historical Background
- Definitions and Sources of ITV
- Questions Teachers Ask--and Answers

PART ONE: PLUGGING INTO THEORY

Chapter 1 ITV and Society

- Cool: Children and Youth, The Electronic Era, TV
- Hot: Adults, The Industrial Era, Education
- The ITV Paradox: Warmer Ends, Cooler Means

Chapter 2 ITV and Knowledge

- The Structural Trend
- The Multidisciplinary Trend
- The Process-as-Content Trend

Chapter 3 ITV and Learning

- Capacity
- Motivation
- Models and Feedback
- Learning from Given Teachers
- Reward and Punishment
- Goal-Setting
- Active Participation
- Over-Learning of Skills
- Discovery

PART TWO: TUNING IN PRACTICE

Chapter 4 ITV Programming

Traditional Types of Programming
Major Resource Series
Supplementary Series
Enrichment Programs
Total Teaching Series
Trends for Improving ITV Series
Programming Possibilities via Additional Hardware
Video Tape Recorders and other Record-and-Playback Units
Studio Production
The TV Studio as Learning Experience: Upper Arlington's WARL
Television on Demand: Norwood's CCTV
UHF + ITFS = ITV in Parma
Community Antenna Television: What Will It Do?

Chapter 5 Teaching with Television

Teachers' Attitudes
Teachers' Roles
Teachers' Responsibilities
Selecting the Series
Using Manuals
Integrating ITV into the Year's Plans
And into the Day's Plans
Setting the Scene
Arranging the Room and Tuning the Set
Evaluating Programs
Communicating with Parents and the Community
What Help to Expect from ITV Personnel
Getting ITv Together

PART THREE: TURNING ON LEARNERS

Chapter 6 Decision Making

Turning Inward, Then Outward to Learners

Turning Inward
Understanding the Students' World
Selecting Content
Using Sound Principles of Teaching
Putting Students' Needs First
Turning Outward
Active Learning Experiences
During Telecasts
Developing Personal Powers

Bibliography

Index

APPENDIX J

Deleted Chapter on Organization and Administration

PART FOUR - MAKING IT WORK

CHAPTER SEVEN

ORGANIZATION AND ADMINISTRATION

Media must be managed for benefit of the learner; not for administrative convenience.

--Hawk

The schools enroll approximately 90 per cent of the population aged 5 to 19. But there are millions of potential learners who have little or no control with the schools--the preschooler, the dropout, the migrant, the unemployed, the underemployed, the elderly. We must devise ways to give them the knowledge they want and need. . . . We must reach all.

--Sidney Marland

The fact that television is the most dramatic, versatile, and forceful means of presenting instruction will become self-evident.

--Donald G. Emery

Surely this richness of visual diversion is shaping out minds and lives and attitudes.

--Bill Barrett

If by some quirk of fate, instructional oral television had preceded the inventional of movable type, we might well be making a case now for the appropriateness of books in the educational process.

--Donald G. Emery

A generation of students can move through most schools before the "broadcast gleam" in the administrator's eye is translated into the illuminated idea in the student's mind.

--Donald G. Emery

The option to use or not to use new media in teaching is rapidly disappearing.

--Donald Ely

The problem has been to determine the most effective use for television. . . . television does not provide a panacea. It is merely a form of communication, perhaps a lens, perhaps a language, perhaps a mosaic with the filling-in accomplished by the viewer. Television as a teaching tool must acknowledge the unidirectional flow of information, lacking the face-to-face exchange of reaction and interaction. But perhaps these lacks in themselves are linked

with an exciting revolution in educational thinking. Undeniably, television has the power to indicate that something is happening now; its simultaneity vivifies the present instant in the educational process.

--Reuben B. Hill

Instructional television is more than just a teaching device; when properly utilized, it can be one of the most powerful resources available to the teacher today. Correct utilization of ITV is actually not so difficult. Enthusiasm, an awareness of the job at hand, and a willingness to learn are all that are really necessary.

A school can get maximum benefit from instructional television by using ITV for an entire academic year. This use of ITV demands careful planning. The nature of ITV programming and the role and functions of the teacher have been discussed in earlier chapters, and a chapter on hardware appears later. This chapter outlines the function of people directly responsible for the organization and administration of ITV. The role of furnishing ITV to the schools is performed in Ohio by the state's eight ETV corporations (foundations), in cooperation with the twelve associated nonprofit educational television stations. Table 1 shows the relationship between the corporations and the stations.

ITV and the ETV Corporations

Cincinnati was the first city in the United States to build a community station, WCET-TV, which went on the air in 1954. Since that time, the number of nonprofit ETV stations in Ohio has increased to 12. The growth has been consistent rather than spectacular, although five of the stations are quite new and were constructed or acquired to bring ITV coverage to all parts of the state. The map on page 124 shows the ETV station locations and approximate range of the respective signals.

Both the State Department of Education and the Board of Regents help fund the ETV corporations, but much of the financial support for operating expenses of the corporations comes from school subscriptions. Although the decision to affiliate with an ETV corporation is entirely optional, a school must join to receive all of the school television services available. A school affiliating with an ETV corporation agrees to pay a specified fee, usually on a per-student basis.

Each ETV corporation has a committee on which each member school district is entitled one representative. The committee generally has a descriptive name such as curriculum council or programming committee. It usually meets once a month and is involved in nearly all decisions concerning the corporation's ITV programming. This is the member schools' opportunity to participate in making major decisions regarding television service to the schools.

Each corporation employs a person to administer the daily school television operations. Although his title varies, he is usually referred to as ITV Director, and is the school's most important contact in the corporation. He acts as liaison between the schools and the station and, through his membership on ITV advisory committees, is the schools' representative to the Ohio Department of Education and to the Ohio Educational Television Network Commission.

The organizational and operational activities of the corporation are set by a policy-making committee, often called the Executive Committee, which is composed of superintendents selected from member schools. Subject matter supervisors comprise another committee, which plans pertinent telecourses after the Curriculum Council has decided on the need.

The power to influence instructional television programming in any local school district is only as strong as (1) the school's representative on the corporation's curriculum committee and (2) the ITV Director who represents the corporation at the state level.

ITV Services of Nonprofit Corporations

1. Provide program guides describing each series to be broadcast and giving daily listings of programs in series
2. Make available teacher manuals for each series, containing content, vocabulary, and suggested activities for preparatory and follow-up time for each lesson
3. Supply complete schedules of all programs
4. Arrange workshops and seminars for in-service training
5. Supply field representatives to help plan TV reception and to be available whenever needed for advice
6. Make consulting services continually available
7. Provide planning for future development of resources
8. Provide interpretation of, and research in, the needs of classroom television
9. Assist administrator or ITV building coordinator in
   a. Designing special programs
   b. Providing utilization workshops
   c. In-class teacher assistance
   d. Supplying other technical information or professional advice

Within the School System

> The administrator is concerned with broadcasting as an electronic link between those who create or organize information and those who receive it. . . . He is trying to provide tools of teaching and learning to faculty and students. The effectiveness . . . depends upon the human minds at each end of the electronic link.
>
> --Donald G. Emery

Even though ITV can greatly affect teachers and the teaching process, major policy decisions regarding its use may lie mainly with administrators.

To the Principal

As the chief administrator of your school, your role as leader cannot be overemphasized. In fact, the successful utilization of ITV by your classroom teachers depends heavily on your attitude. You can ease the minds of teachers who view ITV as competition rather than as part of a teaching team, or who feel that they don't really know how to use ITV effectively.

One of your most important responsibilities is to see that teachers using ITV receive in-service training. Avail yourself of the services offered by the ETV corporations. They will help you provide orientation workshops and seminars for new teachers and in-service training later on. Also, don't be afraid to seek help and advice from the State Department of Education.

Once you have communicated to your teachers your enthusiasm and desire for ITV, you must arrange for flexible usage of the medium. The ETV broadcast stations which have information on various kinds of equipment available, are always willing to work with you.

Functions of the Principal

1. Assert a leadership role

   a. See that the faculty has ample means to understand
      (1) ITV: If not being used, then ask yourself "how soon" and "to what degree," not "whether"
      (2) Become interested in its use: create a climate in which ITV is viewed as one of several resources to increase educational impact of schools
      (3) Be informed on what programming is available and the value of the programming

   b. Get teachers to use ITV: foster an awareness of ITV's present and potential values as an instructional resource

   c. Ease tensions and fears: establish a comfortable psychological atmosphere for faculty to experiment in its use

(1) Attach prestige to its usage
(2) Promote the team-teaching idea

d. Conduct orientation programs

e. Plan workshops and seminars

f. Devote staff meetings to ITV utilization

g. Formulate master schedules so that teachers don't repeat the same programming to the same students (in consecutive years)

2. Facilitate flexible usage of ITV

a. Arrange scheduling

b. Provide and utilize consultants

c. Add hardware when needed

d. Work with broadcast stations

e. Make sure guides and manuals are available to teachers

f. Supervise assistant ITV building coordinator

3. Keep informed of hardware

To the ITV Building Coordinator

In most schools, the principal simply does not have the time to supervise all aspects of ITV and should appoint a qualified individual to carry out the role of ITV building coordinator. This person is often a reliable teacher who has shown a special interest in ITV. The ITV coordinator should remember that he assumes many of the duties described as functions of the principal. In addition, he will serve as the liaison between the classroom teacher and the school principal. To the other teachers, he is an invaluable source of information and guidance.

Functions of ITV Building Coordinator

1. Understand broadcast schedules
2. Know what programs are available
3. Be communicative link between principal, or district ITV supervisor, and classroom teachers
4. Order and distribute teacher's manuals
5. Responsible for distribution of
   a. Teacher's guides
   b. Program schedules
   c. Other supportive materials implementing ITV courses
6. Alert teachers of stations' offerings
   a. Orientation program
   b. Series previews
   c. Local workshops
   d. In-service series
7. Frequently check working order of television receivers
8. Know who holds the service contract for television receivers

To Superintendents and Local
Boards of Education

As chief administrator of a school system, the superintendent makes decisions that affect the entire district. Although the superintendent may decide whether to join the ETV corporation, the school board is ultimately responsible for whether students receive ITV. The board is also responsible for the amount of in-school training available to teachers. The superintendent must see that the board of education is kept informed of worthwhile innovations to the educational process; in other words, the superintendent mustknow and remember the elements of good public relations.

As mentioned earlier, a good superintendent realizes that his school principals are invaluable sources of information and advice. The same administrator will see to it that teachers get "release time" for the time they spend on ITV committees and other outside activities, and will recognize the importance of their being involved in policy-making decisions concerning ITV.

Functions of Superintendents

1. Initiate effective public relations practices
   a. Keep parents informed of school system's activities in ITV
   b. Keep board of education informed of advancements in ITV
   c. Promote ITV as part of instructional package, and provide for review of controversial matters
2. Be supportive to the principals
   a. Help determine the context within which ITV will be used
   b. Allow release time for teachers to learn more above ITV
   c. Promote use of ITV in classrooms
      (1) Be enthusiastic
      (2) Be knowledgeable
      (3) Attach some prestige to teachers and schools that use ITV
      (4) Speak highly of team teaching
   d. Understand the medium so that you can help provide flexibility in the utilization of ITV

The Ohio Education Television Network Commission

The Ohio Education Television Network Commission (OETNC) is an autonomous agency of the State of Ohio, established by an Act of the state legislature in June, 1961. The Commission consists of nine members appointed by the Governor, subject to the advice and consent

of the State Senate. The State Superintendent of Public Instruction and the Chancellor of the Ohio Board of Regents are statutory members.

For years, its activities were confined to making the public aware of the potentialities of ETV and of the need for a state network. The number of ETV stations gradually began to grow, but the network did not. Finally, in 1967, funds were provided for state-wide distribution of school television programs. Funds for program acquisition and distribution were allocated to the State Department of Education, which had assumed the role of state agent for school TV programming. In 1969, the Ohio Board of Regents received over $5 million to establish a state-wide ETV network, and the Regents appointed the OETNC to act as its official agent. Funds were applied to (1) construction of five new stations to provide state-wide ETV coverage and (2) purchase of a network switching and distribution center.

Instructional television is an all-inclusive instructional resource. How many schools can be visited by distinguished world personages, or can watch a kidney machine perform its miraculous feat? How many schools could otherwise view the microscopic workings of the atom? ITV can be utilized for large groups, small groups, or independent viewing. All these things are possible through the interconnection of all ETV stations in Ohio. Such an electronic highway permits the most efficient state-wide distribution of instructional television series. The ability to move experiences to people permits the accomplishment of some instructional objectives without incurring financial and/or time "costs" of moving people to experiences.

The Ohio Department of Education

The major responsibility for school television programming and planning on a state-wide basis is a function of the Ohio Department of Education. The responsibility for administering state funds appropriated for ITV is a function of the Assistant Superintendent for Instruction.

Major goals in the administration of the Educational Television Subsidy are: (1) To provide high quality instructional television for the maximum number of elementary and secondary schools in Ohio, and (2) To provide for the effective utilization of ITV. In order to achieve the major goals, the State Board and the non-profit ETV corporations actually sign incentive-based, cost-justified contracts in which the corporations agree to furnish certain services to help achieve the goals. For the acquisition of ITV series, additional contracts are signed with the corporations, ITV tape film libraries, and other appropriate sources. Fifteen representative educators, primarily superintendents, comprise the Advisory Council on ITV to recommend the best possible allocation of funds and to study the program services that can best meet the needs of the school districts using the television medium. The State Superintendent appoints the members of the Advisory Council on ITV.

The Ohio ITV Program Committee, consisting mostly of school curriculum directors, assists the department in decisions relating to selection and distribution of programs. The department depends upon the Program Committee's decisions about the quality of films or video tapes available for leasing and its judgment in regard to the need for new series. Its advice concerning production of new ITV series is equally important. (In arriving at its decisions, the committee considers recommendations

made by the ITV Directors Committee, an unofficial committe composed of the ITV directors from each of the corporations. Five stations must agree to use a series before the State Board will agree to lease it.

The State Board of Education may elect to enter into contracts as a participating member of a television production consortium, i.e., in cooperation with other state and local educational agencies. Such a consortium effort enables the Department of Education to gain access to newly created, high quality instructional television series at very nominal costs. As with nearly any endeavor, cooperation can often bring fantastic results; and that may be the key that will open the door to a bright future for instructional television in Ohio and in the entire nation.

Cooperation among educational agencies throughout the country is obviously the most logical and effective means of providing high quality telecourses.

-- Martin W. Essex
State Department of Public Instruction

2470 North Star Road
Columbus, Ohio 43221

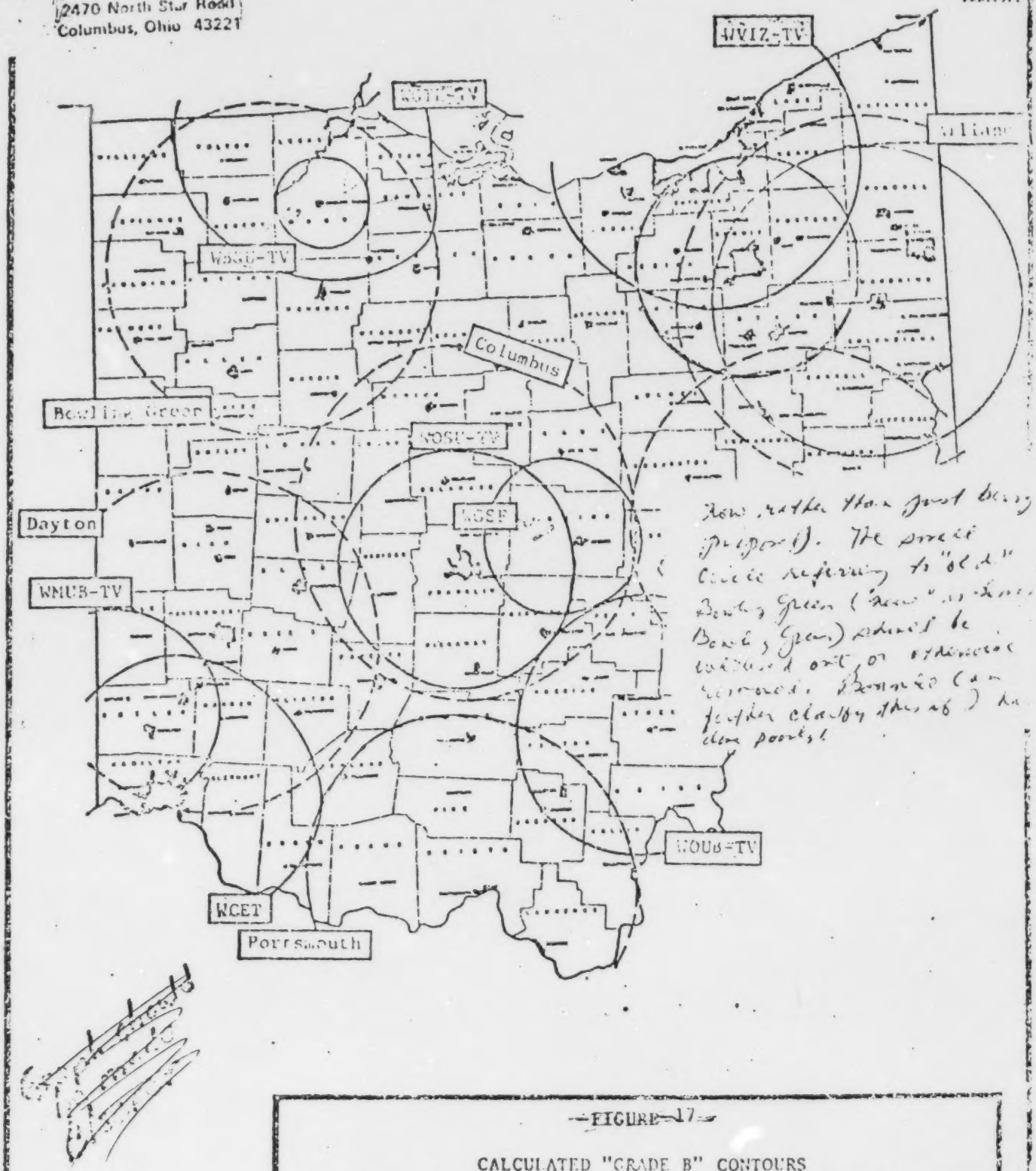

FIGURE 17

CALCULATED "GRADE B" CONTOURS
FOR EXISTING AND ~~PROPOSED~~ OHIO EDUCATIONAL TELEVISION STATIONS
USING F(50,50) REF. FCC REPORT R-6602

Ohio Educational Television Network Commission
Columbus, Ohio

APPENDIX K

Deleted Chapter on Hardware

CHAPTER EIGHT

SOMETHING ABOUT HARDWARE -- HEAVENLY AND OTHERWISE

The longer I live the more keenly I feel that whatever was good enough for our fathers is not good enough for us.

--Oscar Wilde

The new learner is the result of the new media, and a new learner calls for a new kind of learning.

--Father S.J. Culkin

Since the time of Socrates, it has been a truism that a teacher must start where his students are if he is to take them somewhere else. For this generation of students, it means starting with more freedom, with more educational alternatives, than previous generations have enjoyed.

--Charles Silberman

Public school expenditures have gone up from $384 per pupil in 1959-60 to about $850 today. Two thirds of this money goes for teachers' salaries, less than 4 per cent for textbooks, teaching materials, and educational technology. Very little of even that 4 per cent is for television.

--Presley Holmes
(italics his)

I'm just renewing my dreams. We can't afford anything.

--A teacher at an ITV conference

Everybody talk about heaven ain't gwine dere.

--A spiritual

School systems typically 'muddle into' television without adequate planning. ... Very often the patterns of use are controlled by the available hardware rather than the reverse.

--Wilbur Schramm and Godwin C. Chu

You can get gadgets that will do almost anything. ... We've seen it so often. Somebody sells you a fancy gadget and then it sits in a closet because it doesn't do what's needed or doesn't fit in with the rest.

--Martha Haleisen

It becomes obvious, with hindsight, that television was not best promoted as an "innovation" apart from what it carried. Rather than as a "competitor," it should have been viewed as a way of achieving reforms in curriculum and school management.

--Toward a Significant Difference

Commercial firms, with astounding regularity, announce the promise or presence of yet another means of recording playback, duplication, dial access, and the like, and always the technology is far out in front of our ability to accept or absorb it. ... There have been a great many glowing descriptions of the student at his study carrel with access to audio-tapes, television, tapes, cathode ray tube display devices, and the like, but until we have carefully thought out just exactly what it is that the student ought to be doing and learning on his own, with the 'teacher-facilitator' to guide him, much of the crystal ball gazing about the future of television in education will be nothing more than electronic rhetoric.

--Richard C. Burke

We assume that there will be x number of qualified teachers for y number of children. And we assume that we will construct a school building large enough for all of the children to be housed. But there is no reason at all why we could not employ half the usual quota of fully qualified teachers, using the balance of our money for part-time specialists and a host of instructional aids. And there is no reason at all why we would not plan an educational program that required only half a school building, with the balance of the money going to trips, special projects, and individualized activities supervised by the staff, or even programmed by a computer.

--John Goodlad

Making equipment available would seem to be the first responsibility of any administrator who wants teachers to be able to use ITV effectively. Deciding what to buy, however, can be confusing--so many dazzling displays of hardware . . . so many gadgets getting cheaper, more foolproof, more flexible, more portable all the time.

Helical scan video tape recorders are much chaper than the quadruplex or transverse VTR's used for broadcast television. Within this basic category prices still range widely, and with them, capabilities.

Video tape recorders can cost many thousands of dollars or just a few hundred. How about a portable backpack VTR? . . . Or using cassettes for playback? . . . What about cartridges? . . . Discs? . . . The pros and cons of studio production? Faced with so many decisions, what's a

In "Third Annual Helical Scan Video Tape Recorder Survey," November, 1971, Clair R. Tettemer and Michael P. Stowers give a detailed report on the various types of tape recorders, the uses to which they are being put, and the satisfaction with their performance, based on 856 replies to a questionnaire, 82% of them by administrators. Interestingly, only 2% said they had no VTR's and no plans to buy them.

conscientous administrator, trying to live with students, teachers, the school board, and perhaps a threadbare budget, to do?

In Classroom Television: New Frontiers in ITV Studies in Media Management, George Gordon gives a comprehensive listing, pp. 68-59, of the major helical scan tape recorders (much chepater than the transverse or quadruplex recorders used by open-circuit broadcasters) on the market in 1969. Ch. 3, "Air, Wire and Tape," pp. 57-76, is a good introduction to the basic methods of transmitting ITV - as is the whole book to the subject of ITV.

Television Cartridge and Disc Systems: What are they good for? (NAEB, February, 1971) discusses educational applications of the new generation of record and playback devices. P. 32-39 gives detailed information about the different brands of cartridges, cassettes, and discs based on the specifications of the developers and manufacturers.

Planning for ITV

Instructional television is both too flexible and too highly technical for ready-made answers. But most experts seem to agree, however, that starting with hardware is putting the cart before the horse. Instead, they say, start with a plan. Decide on the educational objectives the equipment should achieve and the educational problems it should solve; and then choose the hardware that will best accomplish the objectives. (This book offers a variety of ideas.) If the whole plan cannot be implemented at once, add-on planning is possible but tricky: the desired end result has to be kept in mind at all stages.

If the plan includes (or will eventually) anything beyond simple, self-contained units, an engineer should be consulted -- as early as the blueprint stage if new construction is involved. If production facilities are in the wings, talking with a production man may insure that the system will do what is needed.

An ITV Hardware Primer

Basically, one should understand the bewildering world of television gadgetry is divided into three parts or systems: production, distribution,

and reception. Whole books have been written about each one. Even so, a brief discussion may help educators to see how each fits into the education process. Since learning actually occurs at the reception end, we will start here, and then proceed through distribution to production.

> The stage of the auditorium was used. Pupils were observed wrestling with pencil and notebook while also trying to balance their other books, etc., upon their knees. . . . The telecast overlapped the normal recess period and . . . the presence and movement of other pupils . . caused some distraction.
>
> --"The Classroom Use of Television in Nova Scotia: A Study"

Reception

ITV is for watching and learning. Perhaps inevitably, some students watch under circumstances that are difficult but better than nothing--sets cast off by pupils' parents, watched in band rooms and basements. Needless to say, these conditions give neither the medium nor the teacher using it a fair chance. Good receivers and adequate, well-equipped space should be high on the priority list for using ITV well. New buildings and classrooms should be planned with ITV in mind. As learning centers replace libraries and as schools include more and more of the new teaching technology, individual study carrels can be equipped for television as well as for audio equipment. (For details of optimal TV viewing arrangements, see pp.

> To bridge the mammonth gap between the "pot-bellied stove" age to our present "push-button" age, we need a new kind of school . . . one that has learning centers that are equipped with a range of materials and the latest technology available. . . .
>
> * * * * *
>
> . . . The learning center functions as a resource center for diagnostic materials, electronic teaching devices, a bank of tape recordings, art materials, test banks, science equipment, audio-visual materials, study carrels and a library. This is the base of operations for the classrom teacher's support team. It's also a place for independent study, as well as guided lessons for individuals and small groups. "A little boy come in the other day," reports coordinating teacher Betty Christianson,

"and said, 'Boy! This is a neat room. Look at all the stuff there is to do!'"

--Patricia Clark

TV tapes in a carrel are great. You can turn a teacher off any time you want to.

--A student

In classrooms, where most students watch ITV, sets should be made especially for institutional use. Sturdier and more powerful than home sets, they may well cost a third more, but are worth it in better reception and more trouble-free maintenance. Highly desirable features include speakers that face front, shatterproof glass, front controls that can be locked, and no exposed parts that invite busy little hands to poke. If sets must be wheeled from room to room, they should be mounted on sturdy carts, preferably ones with rubber wheels.

Even the tightest budget should provide one set for each floor of a school and one color set per school (for programs where color is important to learning). The most often recommended size has been 23 inches, because it was the largest size generally available. When sets with 25-inch screens came on the market, they may serve even better. And around the corner are sets that do away with conventional picture tubes, with their limited size and image distortion. Hanging flat like mirrors, these will come in still different sizes and will show pictures that are clear to the very edges.

More and more, teachers and even students are using video tape recorders or cassette players to record their own video materials or to play pre-recorded programming in class. Most such equipment displays the image through a conventional TV set. Sometimes, connecting the player to the set requires an extra piece of equipment (see pp.).

Distribution Systems

Already television can be beamed directly from satellites to schools, and lasers can carry many more communications than any other method. As immediate practical prospects, however, little more can be said about either of these than the truism that ever-changing technology will continue to require ever-flexible thinking by everyone, including administrators. At present, there are five realistic alternatives for delivering ITV, which can be used in various combinations:

1. Open circuit broadcasting
2. Internal master distributing system
3. Closed circuit television (CCTV)
4. 2500 megahertz, or instructional television fixed service (ITFS) broadcasting
5. Community antenna television (CATV)

Open Circuit Broadcasting

All broadcast television stations must be licensed by the FCC. Most, but not all, noncommercial (public) stations broadcast over UHF.

The simplest way of receiving broadcast television is through a television set and its antenna. Reception can often be improved by connecting a group of sets to a master antenna outsie the building.

Advantages

- o It reaches the most people and can be seen in homes
- o It is the least expensive ITV system for a school to use
- o Both instructional and commercial programming can be received

Master Distribution System

This distributes television signals, via wired cable, to rooms within the school. Often, radio frequency (rf) is used instead of direct video transmission. It does not require a separate audio cable and is

therefore cheaper, although reception is not quite so high in quality.

. . . it is conceivable that such a system may eventually make possible the organization, storage, and retrieval of a combination of instructional materials which can be instantaneously transmitted to the classroom.

--William C. Lewis

Advantages

- Multiple channels are available.
- Broadcast television reception is clearer.
- With the addition of a film projector-camera chain, movies can be shown throughout the school.
- With addition of a compatible VTR, material originating in one classroom can be seen in the whole school, and teachers and students may participate in producing, recording, and performing.
- With more elaborate production capability, it becomes the in-school distribution system for locally produced programs (see CCTV).
- It distributes, within the school, material originating from other sources: CCTV, CATV, films, etc., and sometimes ITFS.

Requirements

- Classrooms must be wired.
- Auxiliary equipment is required as above.

Limitation

- Programs can be seen only in the school where they originate.

Closed Circuit Television (CCTV)

(Closed cable) television has given our student body a sense of responsibility and obligation. Through various weekly programs, students now have a voice in the school government. They appear on panels with teachers and discuss school regulations and general policy with the proper administrative personnel. The entire student body or just one class can watch the proceedings. Students having particular talents appear periodically on programs planned solely for entertainment. The whole school can enjoy the talents of the gifted, and the performer gains confidence.

--George Bibich

In their March schedule, the Center of Instructional Radio and Television of the Indianapolis Public Schools described research being conducted on the effect of closed circuit television on student achievement:

"In 1970, a year after the 41 CCTV Phase I schools started using television in the classroom, the average of their fourth and sixth grade achievement index medians reversed a generally downward trend and started sharply up. The climb continued in 1971.

"In 1970, the 58 schools which were not part of the CCTV system did not have a similar rise. It came a year later, after these schools had been receiving televised instruction for seven months.

. . . The Center for Instructional Radio and Television emphasized that the use of closed circuit television cannot alone account for all gains made. However, television when used to implement curriculum revision, teacher transfers, and other innovations may be the necessary facilitating mechanism for effective change."

--NAEB Memo on Instruction

A master antenna distribution system is considered closed circuit cable television when production facilities beyond a simple VTR are added. Cable leased or owned by the school system can link more than one school, with or without microwave relays. CCTV can carry many different kinds of programming from many different sources (see p).

Advantages

- o CCTV makes many channels available for programming.
- o With the addition of a master antenna, regular broadcast ITV can be carried on some channels.
- o The school or school system can control the scheduling of locally programmed channels.
- o The school or school system can tailor local production to local problems and can supply material not available from the network.
- o Teachers can be more closely involved in selection and production decisions.
- o Teachers and students can participate in production.

Requirements

- o Connecting cables and/or microwave relay equipment are necessary.
- o Space, equipment, staff, and budget needs may be extensive and should, therefore, be carefully planned.

Limitations

- o Without a master antenna, open circuit broadcasting cannot be received
- o There are limits to the distance of efficient cable transmission at reasonable cost

2500 Megahertz, or Instructional Television Fixed Service (ITFS)

ITFS is another way for a school system to provide ITV programming. Essentially, it provides open-air, short-distance transmission of as many as four signals over a relatively short distance, say 20 to 30 miles. (The 2500 megahertz refers to the assigned frequency band, which is above UHF.) At the point of reception, ITFS requires a converter to change the signal to VHF, which can then be distributed via a school's master distribution system.

Advantages

- o Cost is low compared to UHF broadcasting.
- o As many as four programs can be carried simultaneously.
- o Scheduling, programming, and participation advantages can be the same as with CCTV.
- o Standard TV receivers can be used.

Requirements

- o A license must be obtained from the FCC.
- o It requires space, staff, and equipment, much as CCTV does.
- o A special antenna and down-converter are needed to receive the signal.

Limitations

- o Buildings not equipped with the converter cannot receive the programming
- o The signal does not travel as far as UHF.

Community Antenna Television (CATV)

Amid the bickering and furor of today's communications scene, two segments of the telecommunications industry are happily "holding hands," secure in the knowledge that they belong to each other. As we prepare to enter the seventh decade of the Twentieth Century, Community Antenna Television and Educational Television have found each other.

* * * * *

. . . a National Cable Television study shows 73.4% of all ETV signals on the air are carried by CATV systems (1966) while in 1964 only 39.7% were carried. One NCTA official estimates that the figure might now be closer to 90%, or even higher.

--J. David Truby

The schools enroll approximately 90 per cent of the population aged 5 to 19. But there are millions of potental learners who have little or no contact with the schools - the preschooler, the dropout, the migrant, the unemployed, the underemployed, the elderly. We must devise ways to give them the knowledge they want and need. . . . We must reach all.

--Sidney Marland

As educators begin to feel more secure in their own professionalism; as they begin to accept the ability of parents to understand how boys and girls learn; as they recognize that parents can help their children and are willing to devote time to assist in the learning process, television as a teaching medium will assume its appropriate role in the teaching/learning process. As technology in television itself advances and the number of channels available for local use multiplies, the home can - and, in fact will - become an extension of school.

--Gabriel H. Reuben

. . . We are suggesting . . . that television educators who do indeed want to use CATV channels make plans now as to how they would fill them, and start to develop ITV programs that would hold the in-school audience and possibly a more general at-home audience. Let themalso set up a phased plan for the use of the channels they seek, one that shows prospects of adequate funding. For they must realize that they do have a responsibility to the cable television system operator. If he is to reserve channels for them and not use the channels to carry programming that can possibly help him to sell more subscribers, then they also must fulfill their commitment to give him lively programming.

--C.S.T. editorial, Educational Television, July, 1971

Some prophets predict that community antenna television will turn schools into centers for disseminating individualized instruction, through computers, to students who may be in homes, parks, libraries, or playgrounds. Although obviously that will not happen tomorrow, school administrators

should look into the possibilities offered by CATV. The best time to get involved is before communities have worked out franchise agreements. This includes the possibility (advocated by some educators) of a community cable system owned cooperatively by the community rather than by the usual commercial interests.

A 1972 ruling by the FCC requires new cable companies in large cities to have 20 or more channels and the technical capability for two-way video (though that need not be implemented). It also requires them to provide a free channel for public access and, during the experimental period of five years, one free for education. The same ruling permits state and local governments to pass laws requiring the same arrangements for smaller cities. Also in 1972, the Supreme Court upheld an earlier FCC ruling that large cities must originate a substantial amount of programming locally. All of these developments suggest that CATV can be important for distributing ITV and perhaps for originating school-oriented programs (see pp. for examples).

Advantages

- Many channels are available. The new cables have 20, 40, sometimes more.
- Programming is accessible to the community.
- Cables carry two-way video capability, a particularly intriguing feature for teaching. (Although prototypes have been demonstrated, they may not be economically feasible for some time.)

Requirement

- Wiring within the schools is needed to distribute the cable programming.

Limitation

- In the community, only those households that subscribe to the cable service can receive the programs.

QUESTIONS ADMINISTRATORS ASK

What is it going to cost?

"The TV Studio: Don't Faint at its Cost," in American School and University, March, 1972, gives a detailed accounting of what is needed for a studio, and where costs can and cannot be cut.

This is bound to be uppermost in any administrator's mind. Although the prices of much equipment are coming down, television is not cheap. Often, however, figures that sound astronomical really are not, in terms of the over-all upgrading of student learning. A starting point in deciding what is feasible might be to compare your per-pupil school budget with those given in the case histories on pages . Comparing the percentage of instruction provided by ITV with its percentage of the total budget indicates that multi-channel ITV can be an economical means of teaching (p.). Alternative solutions to the same problems -- adding salaries, constructing rooms or buildings -- often cost more than the contemplated ITV.

In Classroom Television: New Frontiers in ITV, pp. 39-45, George Gordon lists the equipment, capabilities, and prices for 6 different ITV production unit possibilities, ranging from only $1,655 to $40,000 (plus $10,000 for color). Help is also available from Educational Television Guide by Philip Lewis, pp. 181-208.

Initial funding for a studio is, of course, a problem. It might come from bond issues (pp.). State, federal, and foundation sources should be checked into thoroughly (pp.). The U.S. Office of Education has administered funds from several acts of Congress, notably the Public Broadcasting Act of 1967 (Public Law 90-129, Radio and ETV Facilities Grants).

Very little cost accounting that includes the initial investment, replacement costs, and operating costs is available, although sometimes

a nearby station can provide information about its own operation. Manufacturers, the consulting engineer, station managers, and perhaps the production consultant all should be asked for estimates.

Manufacturers might also be consulted about the feasibility of renting equipment instead of buying it. This can be an advantageous alternative when long-range planning or anticipated obsolescence indicates that an expensive piece of apparatus will have only a short span of usefulness.

What about color?

More and more, color is coming into ITV. A school or school system planning its own production facilities should think seriously about including color, at the beginning or in the future, and all schools should think about how many color sets they need. But color is expensive - much higher than black-and-white in initial investment, as well as in operation and replacement costs.

Two key terms to keep in mind are color compatible, which means able to handle either black and white or color, and color capable, which means able to handle only color. Some receivers, cables, amplifiers, and switchers are color compatible. Some tape recorders can be converted to color, and competent engineers can modify transmitters at relatively low cost. Cameras, however, are either color capable or they are not; and converting to color therefore requires buying at least one new camera.

How can equipment be repaired and parts replaced?

When broadcast ITV is used one must understand clearly what is the station's responsibility, and what is the school or school system's; if

necessary, a procedure for making minor repairs and adjustments quickly should be worked out. Local productions, in addition to broadcast, carries with it additional responsibilities for upkeep. Hiring maintenance people or contracting for all or part of the necessary services are two possible arrangements.

Space: How much will be needed?

Typically, school studios outgrow their original space and have to move. The engineer should be helpful in planning for studio expansion. The production man can help to plan facilities such as graphic support, dressing and conference rooms, space for teachers to work on their series, and storage.

At the receiving end, the space required for ITV might have to accommodate individual students, small groups, whole classes, or even several classes. It may be in the form of study carrels, classrooms (conventional or open, in whole or in part), or auditoriums. The newer sets, with fewer limits on size and no picture tube distortion, will make arrangements for viewing ITV even more flexible.

What about software?

The whole idea behind software is to facilitate delivery of a wide variety of curriculum materials. Enough programming should be planned and budgeted, and enough students should be able to see it, to justify the cost of expensive hardware. This should not be difficult, considering the tremendous number of ways by which television software can enrich a school's curriculum and help teachers help students to learn.

Today's kids living in today's world need all the help they can get to make tomorrow better, or at least possible. And that includes instructional television.

APPENDIX L

Permissions to Quote Other Sources:

Sample Letter and Checklist of Grants

PERMISSIONS TO QUOTE OTHER SOURCES

Sample Letter and Checklist of Grants

Dr. Bonnie Gilliom
2495 Haverford Road
Columbus, Ohio 43220
November 17, 1972

Appleton-Century-Crofts
440 Park Avenue South
New York, N. Y. 10016

Attention: Permissions Department

I am seeking permission to use the following paraphrasing in an in-service and pre-service textbook for teachers entitled: ITV: Promise Into Practice (soft cover, approximately 150 pages, probable price $2.00) to be published by the Columbus, Ohio, Public Schools. The book is the dissemination product of an ESEA, Title III Project.

The encolsed selections are from Ernest Hilgard, Theories of Learning, 1956.

I plan to give full credit to the source. If you wish to specify the exact wording of the credit, please do so in your reply.

Sincerely,

Bonnie Gilliom

Bonnie Gilliom, Ph.D.
Supervisor, ESEA, Title III Project
Columbus Public Schools

BG/RJ

Encls.

CHECKLIST OF PERMISSIONS GRANTED

	OK	Fee
Appleton-Century-Crofts 440 Park Avenue South New York, N. Y. 10016 Selections from Theories of Learning by Ernest Hilgard, 1956.	X	
Association for Supervision and Curriculum Development 1201 16th Street, N.W. Washington, D. C. 20036 Selections from Robert R. Leeper (ed.) A Man for Tomorrow's World, 1970.	X	
Delacorte Press 750 Third Avenue New York, N. Y. 10017 Selections from Teaching as a Subversive Activity by Neil Postman and Charles Weingartner.	X	
Doubleday & Company, Inc. 277 Park Avenue New York, N. Y. 10017 Selection from How to Solve It by George Polya, 1957	X	
Educational Facilities Laboratories, Inc. 477 Madison Avenue New York, N. Y. 10022 Selection from Frank Carioti, Design for ETV: Planning for Schools with Television, 1968.	X	
Educational Leadership Association for Supervision and Curriculum Development 1201 16th Street, N.W. Washington, D. C. 20036 Selection from Carl Rogers, "Significant Learning: In Therapy and in Education," Educational Leadership, January, 1959.	X	

	OK	Fee
Great Plains National ITV Library Box 80669 Lincoln, Nebraska 68501 Various selections from C. Edward Cavert, Research and Development at Great Plains	X	
Harvard University Press 79 Garden Street Cambridge, Massachusetts 02138 Selection from Jerome Bruner, The Process of Education, 1963.	X	
Hastings House, Publishers, Inc. 10 East 40th Street New York, N. Y. 10016 Selection from Classroom Television: New Frontiers in ITV by George N. Gordon, 1970.	X	
Holt, Rinehart and Winston, Inc. 383 Madison Avenue New York, New York 10017 Selection from Audiovisual Methods in Teaching by Edgar Dale.	X	
Indiana University Press Bloomington, Indiana 47401 Selection from Instructional Television: Bold New Venture by Richard C. Burke (ed.), 1971.	X	
McGraw-Hill Book Company 1221 Avenue of the Americas New York, New York 10020 Selections from Marshall McLuhan, Understanding Media: The Extensions of Man.	X	
National Association of Educational Broadcasters 1346 Connecticut Avenue, N.W. Washington, D. C. 20036 Selections from NAEB publications, "Television Cartridge and Disc Systems: What Are They Good For?" and "Toward a Significant Difference".	X	

	OK	Fee
National Education Association 1201 Sixteenth Street, N.W. Washington, D. C. Selections from Wilma McBride (ed.) Inquiry: Implications for Televised Instruction, 1966.	X	
Random House, Inc. 201 East 50th Street New York, New York 10022 Selections from Future Shock by Alvin Toffler, 1970 and Crisis in the Classroom by Charles E. Silberman, 1970.	X	
Schroeder Music Company (ASCAP) 2027 Parker Street Berkeley, California 94704 Selection from Malvina Reynolds, "Little Boxes".	X	$25.00
State Department of Education 721 Capitol Mall Sacramento, California 95814 Selection from Tom Justice, "Uses of VTR's," in Utilization of Instructional Television, 1968.	X	

APPENDIX M

Library of Congress Number:

Application and Grant

LIBRARY OF CONGRESS NUMBER:

Application and Grant

Dr. Bonnie Gilliam
Columbus Public Schools
2495 Haverford Road
Columbus, Ohio 43220
September 8, 1972

Chief, Card Division
Library of Congress
Building 159
Navy Yard Annex
Washington, D. C. 20541

Dear Sir:

I am requesting a preassigned Library of Congress Card Number for a forthcoming publication:

a. Authors: Bonnie Cherp Gilliam and Anne Zimmer
b. Title: ITV: Promise into Practice
c. Edition: First
d. Publisher and/or printer:

Columbus Public School
270 E. State Street
Columbus, Ohio 43215

Warren P. Simpson Printers
973 Williams Avenue
Columbus, Ohio 43212

e. Publication date: October 31, 1972
f-g. Series: NO
h. Copyrighted: NO
i. Approximate pagination: 165 pages
Anticipated binding: Perfect
j. Juvenile: NO

This book has been developed by the Columbus Public Schools under an ESEA, Title III Grant. We will send you an advance copy of the book.

Since printing is to begin on October 1, 1972, I would appreciate receiving the number as soon as possible.

Sincerely yours,

Bonnie Gilliam

Bonnie Gilliam

THE LIBRARY OF CONGRESS
WASHINGTON, D. C. 20541

148

PROCESSING DEPARTMENT
CARD DIVISION

October 4, 1972

Dear Miss Gilliom:

Please find enclosed slip(s) with the preassigned Catalog Card Number indicated thereon for the title(s) which you submitted on September 8, 1972.

I shall appreciate it if you will send a complimentary copy of each new book to the Card Division, Library of Congress, Building 159, Navy Yard Annex, Washington, D. C. 20541, as soon as available. This copy is used for cataloging purposes in order that catalog cards may be printed and ready for distribution before the book is released.

The forwarding of this advanced copy and the printing of the card number in books, published by your firm, is a tremendous help to librarians throughout the world in ordering catalog cards.

Your cooperation is greatly appreciated.

Sincerely yours,

Loran P. Karsner

Loran P. Karsner
Chief, Card Division

3

Library of Congress Catalog Card Number: 72-92078

Gilliom, Bonnie Cheap and Zimmer, Anne
ITV: Promise into Practice
Columbus, Ohio Columbus Public School
1972

10-4-72

APPENDIX N

Book Specifications

BOOK SPECIFICATIONS

Authors: Bonnie Gilliom Anne Zimmer

Designer: Fred Zimmer
37 E. Oakland Ave.
Columbus, O. 43201
Tel: 291-5315

Book Title: ITV Promise to Practice

Quantity: 10,000 20,000 30,000 40,000 50,000

No. of Pages: Approx. 145-140

Size Trimmed: 8½" x 10" (vertical book)

Stock: Text Cameo Dull Text, 70lb, 25x35 (available Cordage/Columbus PaperCo
Cover Cameo Gloss Cover 80lb, 11x17 Kinnear Rd., Tel 486-0421)
1st and Preferred Choice (sample enclosed)

2nd Choice Text Patina II 70lb Coated Matte Text
Cover Lustro Gloss Cover 80lb (Warren Paper Co via Cordage/Columbus, Kinnear Rd.,Tel 486-0421)

(Samples enclosed)

INK: Cover, two colors: Immont/IPI, Warm Red, CF/r/oo
Rhodamine Red ,CF/m/oo

Text, one color only: black

Binding: Perfect

Type: Body Text 10/12 News Gothic (see specific example enclosed, this
plus 8.5/10.5 News Gothic MUST be used)
12/14, 14/16
Display Type ---------10/12 Helvetica Medium
30' and 36' Helvetica Medium

All type, photoset, samples MUST be followed for book
(samples from Yaeger Typesetting Co., Columbus, Ohio)

Approximate number of words in text, 44,4000 or 297,600 characters

Proofs Requested :1.Galley proofs
2. Set of three reproduction proofs
3. Brown print of entire book and cover
4. Proof of cover, check on final run for print quality

Art Work: Printer to be supplied with all base art pages, "camera-ready"
Also cover art and color separation for second color

(1) all repeo type pasted in place
(2) all line drawings positioned on base art plate
(3) all photos key-lined to base art. Half-tone photos (155 screen) will be efficiently grouped for single shots (except for one set of eleven photos, positioned for one-shot reduction,,,all other photos are "same size" as positioned on base art)
No. of additional photos in all: 17

APPENDIX O

Dissemination Letters

DISSEMINATION LETTERS

December 4, 1972

Dear Colleague:

Over a year ago you contributed to the development of the enclosed ITV utilization book by returning to me a questionnaire designed to identify the needs to which such a book might attend. One major conclusion reached on the basis of analyzing the questionnaires returned and the several hundred manuals contributed was that a sound rationale for using ITV to enhance student learning was lacking in most available publications.

ITV: Promise Into Practice attempts to provide a broad look at ITV in relation to the foundations of education--to society today, to what seems to be most worth knowing, and to what is known about the process of learning. In addition, it focuses on practical information--available ITV programming and how teachers and students can use it widely. The overriding aim of the book is to provide a comprehensive background upon which teachers can make rational curriculum decisions regarding the use of ITV.

The authors feel the book will be of most value to teachers when it is used as a part of an on-going pre-service or in-service program. We hope it will stimulate the organization of such programs.

I sincerely appreciate your interest, cooperation, and contributions to this project. Should you have the time to make critical comments about the book, your evaluation is eagerly sought and should be sent to me at the above Haverford Road address. Inquiries regarding additional copies of ITV: Promise Into Practice should be sent to the Ohio Department of Education, Educational Media Center, 518 South Wall Street, Columbus, Ohio 43215.

Again, my genuine thanks for your help.

Sincerely yours,

Bonnie Gilliom

Bonnie Gilliom, Supervisor
ESEA Title III Project
Columbus Public Schools

BG/RJ

January 22, 1973

To: ITV Personnel

Television has had a profound effect on the lifestyle of Americans. As yet, its dynamic potential for elementary and secondary education has not been realized. The recent improvement in the quality of instructional television series, and their increasing availability, has produced the need to inform teachers and administrators of the many roles which television can perform in fostering learning.

The Ohio Department of Education's publication entitled ITV: Promise Into Practice should be a valuable resource in preparing teachers for the wise use of instructional television. A rational consideration of ITV is called for whenever curriculum decisions are made. Providing a background upon which to make such decisions, ITV is related to the student's world, to what he needs to know, and to how he can go about learning. Also included are many concrete examples of creative and effective uses of current ITV series.

Should additional copies of the publication be needed, they may be obtained from the Ohio Department of Education, Educational Media Center, 518 South Wall Street, Columbus, Ohio 43215.

Yours very truly,

G. R. Bowers
Assistant Superintendent

GRB:j

January 22, 1973

To: The State Department of Education

Television has had a profound effect on the lifestyle of Americans. As yet, its dynamic potential for elementary and secondary education has not been realized. The recent improvement in the quality of instructional television series, and their increasing availability, has produced the need to inform teachers and administrators of the many roles which television can perform in fostering learning.

The Ohio Department of Education's publication entitled ITV: Promise Into Practice should be a valuable resource in preparing teachers for the wise use of instructional television. A rational consideration of ITV is called for whenever curriculum decisions are made. Providing a background upon which to make such decisions, ITV is related to the student's world, to what he needs to know, and to how he can go about learning. Also included are many concrete examples of creative and effective uses of current ITV series.

Should additional copies of the publication be needed, they may be obtained from the Ohio Department of Education, Educational Media Center, 518 South Wall Street, Columbus, Ohio 43215.

Yours very truly,

G. R. Bowers
Assistant Superintendent

GRB:j

January 22, 1973

Dear Educator:

Television has had a profound effect on the lifestyle of Americans. As yet, its dynamic potential for elementary and secondary education has not been realized. The recent improvement in the quality of instructional television series, and their increasing availability, has produced the need to inform teachers and administrators of the many roles which television can perform in fostering student learning.

The Ohio Department of Education's publication entitled ITV: Promise Into Practice should be a valuable resource in teacher preparation programs, and in speech, radio-TV courses. A rational consideration of ITV is called for whenever curriculum decisions are made. Providing a background upon which to make such decisions, ITV is related to the student's world, to what he needs to know, and to how he can go about learning. Also included are many concrete examples of creative and effective uses of current ITV series.

We encourage you to communicate with the educational television corporation in your area for a demonstration, review, or assistance which can be provided for teacher education. The addresses and phone numbers of Ohio educational television corporations may be found on page 12 of the Ohio Educational Directory, 1972-1973.

Should additional copies of the publication be needed, they may be obtained through your educational television corporation, or from the Educational Media Center, The Ohio Department of Education, 518 South Wall Street, Columbus, Ohio 43215.

Yours very truly,

G. R. Bowers
Assistant Superintendent

GRB:j

January 22, 1973

Dear Curriculum Director:

Television has had a profound effect on the lifestyle of Americans. As yet, its dynamic potential for elementary and secondary education has not been realized. The recent improvement in the quality of instructional television series, and their impending availability to virtually every school in Ohio, has produced the need to inform teachers and administrators of the many roles which television can perform in fostering student learning.

A new publication, ITV: Promise Into Practice, calls for a rational consideration of ITV whenever curriculum decisions are made. Providing a background upon which to make such decisions, ITV is related to the student's world, to what he needs to know, and to how he can go about learning. Also included are many concrete examples of creative and effective uses of current ITV series.

The impact of the publication will be greatly increased if it is used as part of in-service education on ITV utilization. You are encouraged to provide leadership in developing such an in-service program. Your local educational television corporation can be called upon for assistance. The addresses and phone numbers of Ohio educational television corporations may be found on page 12 of the Ohio Educational Directory, 1972-1973.

Should additional copies be needed, they may be obtained through your local educational television corporation or from The Educational Media Center, The Ohio Department of Education, 518 South Wall Street, Columbus, Ohio 43215.

Yours very truly,

G. R. Bowers
Assistant Superintendent

GRB:j

January 22, 1973

Dear Superintendent:

Television has had a profound effect on the lifestyle of Americans. As yet, its dynamic potential for elementary and secondary education has not been realized. The recent improvement in the quality of instructional television series, and their impending availability to virtually every school in Ohio, has produced the need to inform teachers and administrators of the many roles which television can perform in fostering student learning.

A new publication, ITV: Promise Into Practice, calls for a rational consideration of ITV whenever curriculum decisions are made. Providing a background upon which to make such decisions, ITV is related to the student's world, to what he needs to know, and to how he can go about learning. Also included are many concrete examples of creative and effective uses of current ITV series.

Television is one of those educational tools that can be valuable only when leadership and direction are given. The operational impact of this publication should be greatly increased through its use as a part of in-service education on ITV utilization. Each school principal and curriculum director in your district will be receiving a copy.

The educational television corporation serving your area can be called upon for assistance. The addresses and phone numbers of Ohio educational television corporations may be found on page 12 of the Ohio Educational Directory, 1972-1973.

Should additional copies of the book be needed, they may be obtained from your educational television corporation, or from the Educational Media Center, The Ohio Department of Education, 518 South Wall Street, Columbus, Ohio 43215.

Yours very truly,

G. R. Bowers
Assistant Superintendent

GRB:j

APPENDIX P

Feedback: Agencies Requesting Additional Books

Within Two Months of Publication

ITV - PROMISE INTO PRACTICE

Requests for additional copies
When an entry is made here it means the copies requested have been forwarded to the requester and the original request sent to Bonnie Gilliom.

ME	ADDRESS	Number Requested
nn Stears	Bexley High School 326 S. Cassingham Bexley, Ohio 43209	1 ✓
ry LaMuth	Lake County Board of Education Nolan Bldg. 105 Main St. Painesville, Ohio 44077	1 ✓
ster Margaret Rose	Saint Cecilia School 434 Norton Rd. Columbus, Ohio 43228	2 ✓
ster Ann McManamon	Magnificat 20770 Hilliard Rd. Rocky River, Ohio 44116	2 ✓
ul V. Siegfried	Saint Ignatius High School 1911 W. 30th St. Cleveland, Ohio 44113	2 ✓
rles J. Vento	Consultant, ITV Bureau Audio Visual and School Library State Education Building 721 Capital Mall Sacramento, California 95814	1 ✓
dith Beddow	Asst. Utilization Director WMUL TV Communications Bldg. Marshall University Huntington, W. Va. 25701	2 ✓ Interested in purchasing several copies forwarded 2/28/73
obert A. Yoder	Supervisor Materials Preparation Services Audio Visual Services - Film Services Kent State University Kent, Ohio 44242	6 ✓ packet in [illegible]
. L. Hammond	Principal, Kirk School Orient State Insitute Orient, Ohio 43146	5 ✓

Daniel O'Connell	Principal Padua Franciscan High School 6740 State Rd. Cleveland, Ohio 44134	160 9 ✓
rs. Joan Krabbe	Badin High School 571 New London Rd. Hamilton, Ohio 45013	40 ✓ sent 10 nt 2-26-73
s. Marian G. Berry	Elementary Supervisor Ohio Conference of Seventh-Day Adventists Post Office Box 831 Mount Vernon, Ohio 43050	18 ✓ sent 5
n A. Simon	Principal Livingston Avenue Elementary School 744 Heyl Avenue Columbus, Ohio 43206	(15) sent 5 I had filling and the additional 10. at least 2 more
zabeth Caulfield	Supervisor of Instructional Television State Department of Education Mississippi Authority for Educational Television Post Office Drawer 1101 Jackson, Mississippi 39205	2 ✓
s. Patricia M. Bayne	Assistant Director, Instructional Television WVIA - TV Pittston, Pennsylvania 18640	5 requests as many as possible
rles M. Tampio	Assistant to the Commissioner State of Rhode Island and Providence Plantations Department of Education 199 Promenade Street Providence, Rhode Island 02908	2 ✓
a Gentile	Channel 35 Grand Valley State College Allendale, Michigan 49401 616 - 895-6691	ready to place 5 ✓ on order now forwarded 3-7-73
Richard Raecke	Nebraska Department of Education 233 S. 10th St., Lincoln, Nebraska 68508 402-471-2057	2 ✓ requested 350
Mrs. Fredericka Miller	Mohawk H. S., 300 East Livingston Ave. Columbus, Ohio 43215	2 ✓ forwarded 3-7-73

		161
Rochelle Lee Bettner	2672 Montana Ave., Apt. 17 Cincinnati, Ohio 45211	1 ✓
Martin Schadler	31 Persimmon Grove Alexandria, Ky. 41001	1 ✓
	Forwarded 3-6-73	
Editor of HAVE YOUR READ?	PI Lamba Theta, 2000 E. 8th St., Bloomington, Ind. 47401	1
Ruth G. Mueller	Director of Teacher Education - Case We stern Reserve University Cleveland, Ohio 44106	2 ✓
Howard L. Brown	Director, Curriculum and Instruction Springfield Public Schools 49 E. College Ave. Box 89, Springfield, Ohio 45501	2 ✓ requested 3
Hugh J. Scott	Supt. Public Schoolf of the District of Columbia Presidential Bldg. 415 12th St., N. W. Washington, D. C.	2 ✓ requested 10
Tom Knox 954 Goss Rd.	954 Goss Rd., Cincinnati, Ohio 45229	1 ✓
	Forwarded 3-9-73	
Richard Holcomb	Director of Educational Broadcasting WETV and WABE 740 Bismark Rd., N. E. Atlanta, Ga. 30324	25 ✓ sent 2
Mrs. Dian Molton	ITV Resource TEacher Kansas City Public Television 2100 Stark Kansas City, Mo. 64126	wanted "some more" ✓ sent 2
Anita Lord	School Broadcast Coordinator WGBH 125 Western Ave. Boston, Massachusetts 02134	2 ✓
Jim McClafferty	Grand Rapids Board of Education 143 Bostwick Ave., N. E. Grand Rapids, Michigan 49502	1 ✓
	Forwarded 3-9-73	

Congratulatory letters from:

Robert Jones, Bill Ewing, Children's TV Workshop, Elain Leach, Naomi Allenbaugh, Alan Stephenson, Barbara Cole.

Richard Hair	Manager, Educational Services PTV for South Central Pa. WITF-TV Hershey, Pa. 17033	150
Mrs. Virginia Fox	Director of Education Kentucky ETV 600 Cooper Drive Lexington, Kentucky	10
Mr. Bob Chapman	ITV Consultant Nebraska Department of Education 233 South 10th Street Lincoln, Nebraska 68508	1
Kathy Schwartz	WETA-TV 3620 27th Street, S. Arlington, Va. 22206	wanted 20 2
Wm. Barnhart	Executive Sect. Allegheny Ed. Broadcasting Council 202 Wagner Building University Park, Pa. 16802	1
Stanely Bowers	Tiffin Columbian High School Tiffin, Ohio 44883	1
Dr. Clifton McMahan	Superintendent Oak Hills Local School District 6479 Bridgetown Road Cincinnati, Ohio	wanted 4 2
George Benson	Asst. Prof., Mass Communications Dept. California State University, Chico Chico, California 95926	wanted 30 2
Edsel Collins	Principal Lakeside Elementary School 825 Lakeridge Drive Cincinnati, Ohio 43231	wanted 25 2
David Stratton	Elementary Curriculum Coordinator Salem City Schools Salem, Ohio 44460	wanted 4 2
L. Cy Yanculeff	Supt., Fairport Harbor Public Schools Fairport Harbor, Ohio 44077	wanted 4 2

James Waller, Jr.	Principal, Westwood Elementary School 3410 Hoover Avenue Dayton, Ohio 45417	wanted 20 2
Frank Meek	General Manager WFYI Channel 20 1440 N. Meridian Indianapolis, Indiana	wanted 10 2
Wm. Lavin	AV Director, Warrensville Hts. High School 4270 Northfield Road Warrensville, Ohio 44128	wanted 6 2
Chas. A. Guess	Texas Tech. University P.O. Box 4359 Lubbock, Texas 79409	wanted 10 2
	ETV Commonwealth of Massachusetts 55A Chapel Street Newton, Mass. 02160	wanted 100 2
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Donald Flight	Connecticut Public TV 24 Summit Street Hartford, Conn. 06106	1
Robt. Glazier	Ex. Dir., KETC-TV, 6996 Millbrook Blvd., St. Louis, Missouri 63130	wanted 6 2
	The Public Library 1344 5th Avenue Youngstown, Ohio	1
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George Erickson	Principal Stingel Elementary School 416 Shelby-Ontario Road Mansfield, Ohio 44906	Congratulations
Frank Brewster	Utilization Director WSWP-TV Beckley, West Virginia 25801	wanted 10 1

Mrs. J. Rank	Secretary Colonial White High School 501 Niagara Avenue Dayton, Ohio 45405	wanted 8 1
Ralph Kreamer	Pennsylvania Television Task Force Commonwealth of Pennsylvania Department of Education Box 911 Harrisburg, Penna. 17126	wanted 2 1
Donald Chamberlain	Asst. Principal C.O. Harrison School 585 Neef Road Cincinnati, Ohio 45238	1
Merle R. Arndt	Principal Perkins Middle School 3700 South Avenue Sandusky, Ohio 44870	1
Frank Haight	587 Harley Drive, Apt. 4 Columbus, Ohio 43202	1
Judith Beddow	Asst. Utilization Director WMUL-TV Communications Building Marshall University Huntington, W. Va. 25701	wanted 6 2
Paul W. Welliver	Associate Professor The Pennsylvania State University Chambers Building University Park, Pa.	1
Emiko I. Kudo	Acting Director, General Education State of Hawaii Department of Education P.O. Box 2360 Honolulu, Hawaii 96804	1
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George Benson	Chico State University Chico, California	praise
Frank E. Cielo	Doctoral student, Adult Education 601 E. Apache Blvd., #133 Tempe, Arizona 85281	1

Nancy T. Courtney	1006 Kennon Court Rockville, Maryland 20851	1
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Mrs. Ida J. Hill	Director of Instruction WCVE-WCVW-TV 23 Sesame Street, Box 23 Richmond, Virginia 23235	wanted 10 2
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University Book Store	1213 Twenty-fifth Street Des Moines, Iowa 50311	wanted 20 1
Mark Morefield	304 North Halaqueno Carlsbad, New Mexico 88220	1

APPENDIX Q

Evaluative Instruments

I. Listed below are the objectives for the ITV Guide under consideration. For each objective five judgments are requested. Independently judge the degree to which the over-all design, over-all layout, and language of the guide will positively stimulate the attainment of each listed objective. Cast these first three judgments in terms of the following five point scale:

1 = high positive stimulation
2 = positive stimulation
3 = minimal positive stimulation
4 = no positive stimulation
5 = objective not covered in the guide

II. Two additional judgments are also requested. For each listed objective indicate whether or not the content of the guide is sufficiently inclusive in breadth and depth to permit the attainment of each listed objective. Cast these judgments in terms of the following five point scale:

1 = very sufficient
2 = sufficient
3 = minimally sufficient
4 = not sufficient
5 = objective not covered in the guide

KNOWLEDGE OBJECTIVES

1. The ITV Guide will provide the reader with a rationale for using instructional television to enhance learning.

Over-all Design	1	2	3	4	5
Over-all Layout	1	2	3	4	5
Language	1	2	3	4	5
Content Breadth	1	2	3	4	5
Content Depth	1	2	3	4	5

2. The ITV Guide will provide the reader with practical suggestions for making optimal use of instructional television.

Over-all Design	1	2	3	4	5
Over-all Layout	1	2	3	4	5
Language	1	2	3	4	5
Content Breadth	1	2	3	4	5
Content Depth	1	2	3	4	5

3. The ITV Guide will provide the reader with information about existing types of instructional television programming which are designed to influence curricula in different ways, e.g., providing core information, enriching or supplementing school programs, etc.

Over-all Design	1	2	3	4	5
Over-all Layout	1	2	3	4	5
Language	1	2	3	4	5
Content Breadth	1	2	3	4	5
Content Depth	1	2	3	4	5

4. The ITV Guide will provide the reader with suggestions for selecting and using programming for meeting the needs of students.

Over-all Design	1	2	3	4	5
Over-all Layout	1	2	3	4	5
Language	1	2	3	4	5
Content Breadth	1	2	3	4	5
Content Depth	1	2	3	4	5

5. The ITV Guide will impart to the reader the need for (a) integrating a TV series into yearly plans of learning experiences, and for (b) integrating each telelesson into <u>daily</u> plans of learning experiences, and will stress the use of teachers' manuals which accompany most ITV series.

Over-all Design	1	2	3	4	5
Over-all Layout	1	2	3	4	5
Language	1	2	3	4	5
Content Breadth	1	2	3	4	5
Content Depth	1	2	3	4	5

6. The ITV Guide will relate to the reader the advantages of flexible use of ITV programming, e.g., for individuals, small groups, classes; for cutting across subject areas.

Over-all Design	1	2	3	4	5
Over-all Layout	1	2	3	4	5
Language	1	2	3	4	5
Content Breadth	1	2	3	4	5
Content Depth	1	2	3	4	5

7. The ITV Guide will inform the reader of the fact that students' attitudes toward ITV usually reflect the attitudes of their teachers.

Over-all Design	1	2	3	4	5
Over-all Layout	1	2	3	4	5
Language	1	2	3	4	5
Content Breadth	1	2	3	4	5
Content Depth	1	2	3	4	5

8. The ITV Guide will describe for the reader ways to create a favorable classroom environment for learning, both physical climate and social-emotional climate.

Over-all Design	1	2	3	4	5
Over-all Layout	1	2	3	4	5
Language	1	2	3	4	5
Content Breadth	1	2	3	4	5
Content Depth	1	2	3	4	5

9. The ITV Guide will provide the teacher with information about the value of students' and teachers' producing their own programming with videotape recorders.

Over-all Design	1	2	3	4	5
Over-all Layout	1	2	3	4	5
Language	1	2	3	4	5
Content Breadth	1	2	3	4	5
Content Depth	1	2	3	4	5

10. The ITV Guide will stress the need for utilizing technology in coping with educational problems; it will propose a rational model for making television/curriculum decisions.

Over-all Design	1	2	3	4	5
Over-all Layout	1	2	3	4	5
Language	1	2	3	4	5
Content Breadth	1	2	3	4	5
Content Depth	1	2	3	4	5

ATTITUDE OBJECTIVES

11. The ITV Guide will promote teacher willingness to assess the needs of students and to select appropriate ITV programming to meet these needs.

Over-all Design	1	2	3	4	5
Over-all Layout	1	2	3	4	5
Language	1	2	3	4	5
Content Breadth	1	2	3	4	5
Content Depth	1	2	3	4	5

12. The ITV Guide will promote teacher appreciation of the wide range of programming available.

Over-all Design	1	2	3	4	5
Over-all Layout	1	2	3	4	5
Language	1	2	3	4	5
Content Breadth	1	2	3	4	5
Content Depth	1	2	3	4	5

13. The ITV Guide will promote reader enthusiasm about obtaining a TV systems which will allow for more flexible scheduling of programming.

Over-all Design	1	2	3	4	5
Over-all Layout	1	2	3	4	5
Language	1	2	3	4	5
Content Breadth	1	2	3	4	5
Content Depth	1	2	3	4	5

14. The ITV Guide will promote teacher willingness to experiment with teaching roles.

Over-all Design	1	2	3	4	5
Over-all Layout	1	2	3	4	5
Language	1	2	3	4	5
Content Breadth	1	2	3	4	5
Content Depth	1	2	3	4	5

15. The ITV Guide will promote teacher appreciation of advance information and suggestions in teachers' manuals accompanying TV series.

Over-all Design	1	2	3	4	5
Over-all Layout	1	2	3	4	5
Language	1	2	3	4	5
Content Breadth	1	2	3	4	5
Content Depth	1	2	3	4	5

16. The ITV Guide will promote reader willingness to integrate TV and classroom experiences in a meaningful way.

Over-all Design	1	2	3	4	5
Over-all Layout	1	2	3	4	5
Language	1	2	3	4	5
Content Breadth	1	2	3	4	5
Content Depth	1	2	3	4	5

17. The ITV Guide will promote teacher willingness to experiment with different uses of TV: e.g., for individuals, small groups and classes; for cutting across subject areas.

Over-all Design	1	2	3	4	5
Over-all Layout	1	2	3	4	5
Language	1	2	3	4	5
Content Breadth	1	2	3	4	5
Content Depth	1	2	3	4	5

18. The ITV Guide will promote teacher willingness to approach ITV usage with an open mind, and will attempt to negate teacher fears of loss of autonomy when using television.

Over-all Design	1	2	3	4	5
Over-all Layout	1	2	3	4	5
Language	1	2	3	4	5
Content Breadth	1	2	3	4	5
Content Depth	1	2	3	4	5

19. The ITV Guide will promote reader willingness to arrange for a favorable classroom climate, both physical and social-emotional.

Over-all Design	1	2	3	4	5
Over-all Layout	1	2	3	4	5
Language	1	2	3	4	5
Content Breadth	1	2	3	4	5
Content Depth	1	2	3	4	5

20. The ITV Guide Guide will promote reader willingness to obtain and experiment with in-school video taping for different instructional purposes.

Over-all Design	1	2	3	4	5
Over-all Layout	1	2	3	4	5
Language	1	2	3	4	5
Content Breadth	1	2	3	4	5
Content Depth	1	2	3	4	5

21. The ITV Guide will promote eader willingness to communicate needs, problems, and evaluations of current ITV offerings to local, regional, or state ITV personnel.

Over-all Design	1	2	3	4	5
Over-all Layout	1	2	3	4	5
Language	1	2	3	4	5
Content Breadth	1	2	3	4	5
Content Depth	1	2	3	4	5

22. The ITV Guide will promote in readers the desire to use ITV to enhance learning.

Over-all Design	1	2	3	4	5
Over-all Layout	1	2	3	4	5
Language	1	2	3	4	5
Content Breadth	1	2	3	4	5
Content Depth	1	2	3	4	5

III. Judging the ITV Guide as a unit, please cast a judgment in terms of the two guide attributes listed below. Judge the guide in terms of its distinctiveness from other guides in the field.

	Very Distinctive						Not Distinctive at All
1. Content	1	2	3	4	5	6	7
2. Format	1	2	3	4	5	6	7

IV. Again, judging the ITV Guide as a unit, please cast a judgment in terms of the guide's utility for its intended audience of classroom teachers and administrators. Use the following five-point scale.

1. High degree of utility
2.
3.
4.
5. Low degree of utility

V. Any additional comments you may wish to make will be appreciated.

_____

_____

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Title III (ESEA) Project 45-71-202-1

State Survey

Survey Directions

This packet contains three questionnaires which are designed to provide the State of Ohio Department of Education with information on the potential use of a recently published Instructional Television (ITV) Guide.

Enclosed find a copy of the ITV Guide and the following questionnaires:

A) The State Survey Respondent Data Sheet

B) The State Survey Teachers-Administrator Content Questionnaire

C) The State Survey Teacher-Administrator ITV Attitude Survey

At no time do you need to reveal your name. However, as none of the information being collected is of an incriminating nature we would appreciate it if you would complete the name blank on the Respondent Data Sheet.

After completing the questionnaires please return them in the enclosed return-addressed envelope. Please return all questionnaires by October 31, 1972. You may keep and hopefully use the enclosed ITV Guide.

Title III (ESEA) PROJECT 45-71-202-1

STATE SURVEY

RESPONDENT DATA SHEET

1. Name _____ _____, _____
   (Last) (First)

2. Name of School District _____

3. Subject Field or Grade Level Assignment _____
   (Secondary) (Elementary)

4. Type of Certificate _____

5. Total Years Teaching Experience _____

6. List highest degree held _____

7. Total number of semester quarter hours earned beyond last degree

   _____

8. Number of pupils in your school _____

9. Is television reception available in your classroom?

   A. Yes, from a pool of school equipment _____

   B. Yes, from a receiver permanently assigned to your classroom

   _____

10. Is Instructional Television programming available to your pupils?

    Yes _____ No _____

    If yes, how often do you use it

    _____ Times a Month

    If you use Instructional Television, how large a group of pupils do you use it with?

    _____

11. Have you had previous instruction in the use of Instructional Television (check all that apply)?

    A. Yes, college course work _____.

    B. Yes, in-service education _____.

    C. Yes, at a workshop, institute or conference _____.

    D. No _____.

12. Have you had previous instruction in the use of other audio-visual instructional media (check all that apply)?

    A. Yes, college course work _____.

    B. Yes, in-service education _____.

    C. Yes, at a workshop, institute, or conference _____.

    D. No _____.

TITLE III (ESEA) PROJECT 45-71-202-1

STATE SURVEY

TEACHER-ADMINISTRATOR CONTENT QUESTIONNAIRE

Listed below and on the following pages are specific statements concerning the content of the Instructional Television (ITV) Guide at hand. Beneath each is a six point scale and space for interpretive comments. Please read the ITV Guide and then indicate the degree to which you agree with each listed statement. The "open space" beneath the scale may be used to expand on your judgment. If you use a rating or 4, 5, or 6; please use the "open space" to indicate why you disagree with the statement.

1 - strongly agree
2 - moderately agree
3 - slightly agree
4 - slightly disagree
5 - moderately diagree

1. The ITV Guide provides the reader with a comprehensive rationale for using instructional television to enhance learning.

1 2 3 4 5 6

Comment: _____

_____

2. The ITV Guide provides the reader with practical suggestions for making optimal use of instructional television.

1 2 3 4 5 6

Comment: _____

_____

3. The ITV Guide provides the reader with sufficient information about existing types of instructional television programming which are designed to influence curricula in different ways, e.g., providing core information, enriching or supplementing school programs, etc.

1 2 3 4 5 6

Comment: _____

_____

4. The ITV Guide adequately provides the reader with practical suggestions for selecting and using programming for meeting the needs of students.

1 2 3 4 5 6

Comment: _____

_____

5. The ITV Guide clearly states the need for integrating a TV series into yearly plans of learning experiences.

1 2 3 4 5 6

Comment: _____

_____

6. The ITV Guide clearly states the need for integrating each telelesson into daily plans for learning experiences.

1 2 3 4 5 6

Comment: _____

_____

7. The ITV Guide encourages the reader to use the teacher's manuals which accompany most ITV series.

1 2 3 4 5 6

Comment: _____

_____

8. The ITV Guide clearly relates to the reader the advantages of flexible use of ITV programming, e.g., for individuals, small groups, classes; for cutting across subject areas.

1 2 3 4 5 6

Comment: _____

_____

9. The ITV Guide readily informs the reader that students' attitudes toward ITV usually reflect the attitudes of their teachers.

1 2 3 4 5 6

Comment: _____

_____

10. The ITV Guide concisely describes useful ways to create a favorable physical classroom environment for learning.

1 2 3 4 5 6

Comment: _____

_____

11. The ITV Guide concisely describes useful ways to create a favorable socio-emotional classroom environment for reading.

1 2 3 4 5 6

Comment: _____

_____

12. The ITV guide easily provides the teacher with suggestions for producing their own programming with videotape recorders.

1 2 3 4 5 6

Comment: _____

_____

13. The ITV Guide stresses the need for utilizing technology in coping with educational programs.

1 2 3 4 5 6

Comment: _____

_____

14. The ITV Guide clearly proposed a rational model for making television/curriculum decisions.

1 2 3 4 5 6

Comment: _____

_____

15. The ITV Guide effectively encourages teachers to consider ITV programming as a means of fulfilling diagnosed pupil instructional needs.

1 2 3 4 5 6

Comment: _____

_____

16. The ITV Guide increases teacher awareness of the wide range of ITV programming available.

1 2 3 4 5 6

Comment: _____

_____

17. The ITV Guide effectively stimulates reader enthusiasm for obtaining more flexible ITV systems.

1 2 3 4 5 6

Comment: _____

_____

18. The ITV Guide effectively increases teacher willingness to experiment with teaching roles.

1 2 3 4 5 6

Comment: _____

_____

19. The ITV Guide effectively increases teacher appreciation of information and suggestions in teachers' manuals accompanying ITV series.

1 2 3 4 5 6

Comment: _____

_____

20. The ITV Guide effectively increases teacher willingness to integrate ITV and classroom experience in a meaningful way.

1 2 3 4 5 6

Comment: _____

_____

21. The ITV Guide adequately increases teacher willingness to experiment with different uses of ITV, e.g., for individuals, small groups and classes; for cutting across subject areas.

1 2 3 4 5 6

Comment: _____

_____

22. The ITV Guide adequately increases teacher willingness to approach ITV usage with an open mind, negates teacher fears of loss of autonomy when using television.

1 2 3 4 5 6

Comment: _____

_____

23. The ITV Guide adequately increases teacher willingness to arrange a favorable physical classroom climate.

1 2 3 4 5 6

Comment: _____

_____

24. The ITV Guide adequately increases teacher willingness to arrange a favorable socio-emotional classroom climate.

1 2 3 4 5 6

Comment: _____

_____

25. The ITV Guide definitely increases teacher willingness to experiment with in-school video taping for different instructional purposes if video taping equipment is available.

1 2 3 4 5 6

Comment: _____

_____

26. The ITV Guide effectively creates teacher willingness to communicate needs, problems, and evaluations of current ITV offerings to local, regional, or state ITV personnel.

1 2 3 4 5 6

Comment: _____

_____

27. The ITV Guide definitely increases teacher desire to use ITV to enhance learning.

1 2 3 4 5 6

Comment: _____

_____

28. The ITV Guide imparted the skills necessary to:

A. influence the quality of ITV programming available

1 2 3 4 5 6

Comment: _____

_____

B. participate in the selection of ITV series

1 2 3 4 5 6

Comment: _____

_____

C. select the type of series which best fulfills instructional needs

1 2 3 4 5 6

Comment: _____

_____

D. participate in the evaluation of ITV series

1 2 3 4 5 6

Comment: _____

_____

E. adapt teaching activities so that optimum use is made of selected ITV series

1 2 3 4 5 6

Comment: _____

_____

F. communicate with Instructional Television personnel on needs, problems, and possible solutions to problems

1 2 3 4 5 6

Comment: _____

_____

TITLE III (ESEA) PROJECT 45-71-202-1

STATE SURVEY

TEACHER-ADMINISTRATOR ITV ATTITUDE SURVEY

Too, the attitudes you hold toward the utilization of Instructional Television as a means of facilitating student learning are of interest to the authors of this Guide. Would you please complete the following attitude scale. Give your honest reactions. Below are eleven statements; indicate the degree to which you agree with each. Use the following six point scale to indicate your degree to agreement.

1 - strongly agree
2 - moderately agree
3 - slightly agree
4 - slightly disagree
5 - moderately disagree
6 - strongly disagree

1. Instructional television is the best instructional facilitant I can think of.

1 2 3 4 5 6

2. There are many teaching advantages to using instructional television.

1 2 3 4 5 6

3. I would not care to use instructional television.

1 2 3 4 5 6

4. Instructional television would be relevant for any subject.

1 2 3 4 5 6

5. Instructional television may be all right for some teachers but not for me.

1 2 3 4 5 6

6. I am convinced of the value of instructional television.

1 2 3 4 5 6

7. Instructional television, as a teaching tool, is not worth the planning time involved.

1 2 3 4 5 6

8. I am sure I would enjoy using instructional television.

1 2 3 4 5 6

9. Instructional television is as good a teaching technique to use as any.

1 2 3 4 5 6

10. There are more advantages than disadvantages to using instructional television.

1 2 3 4 5 6

11. I would be willing to use any form of teaching related to the instructional use of television.

1 2 3 4 5 6

Any additional comments you may wish to make concerning the Guide will be appreciated.

APPENDIX-R

Percent of Favorable Evaluative Ratings, Z-Scores

and Attending P-Values for Each ITV

Guide Blueprint Objective

Blueprint Objective	% Favorable Evaluative Ratings	Z-Score	P-Value
1.	87.2	10.51	>.001
2.	81.2	7.07	>.001
3.	75.9	5.52	>.001
4.	82.0	7.39	>.001
5.	81.2	7.07	>.001
6.	85.7	9.32	>.001
7.	85.0	8.86	>.001
8.	84.2	8.42	>.001
9.	81.2	7.07	>.001
10.	84.2	8.42	>.001
11.	60.2	3.34	>.01
12.	60.2	3.34	>.01
13.	80.5	6.82	>.01
14.	76.7	5.71	>.01
15.	75.2	5.36	>.01
16.	83.5	8.06	>.001
17.	76.7	5.71	>.001
18.	70.7	4.54	>.01
19.	81.2	7.07	>.001
20.	74.4	5.20	>.01

Blueprint Objective	% Favorable Evaluative Ratings	Z-Score	P-Value
21.	72.2	4.79	$>.01$
22.	71.4	4.49	$>.01$
23.	78.6	6.21	$>.01$
24.	72.9	4.91	$>.01$
25.	73.7	5.06	$>.01$
26.	63.9	3.69	$>.01$
27.	75.2	5.36	$>.01$
28.	60.9	3.40	$>.01$
29.	69.2	4.32	$>.01$
30.	72.2	4.79	$>.01$
31.	66.9	4.02	$>.01$
32.	71.4	4.65	$>.01$
33.	63.9	3.69	$>.01$

APPENDIX-S

Percent of Unfavorable Evaluative Ratings by

Attitudinal Group

Attitude Toward the Use of ITV

	Overall-Rating N = 139	%	High N = 59	%	Positive N = 44	%	Neutral N = 30	%
1.	17	12.8	1	.8	8	6.0	8	6.0
2.	25	18.8	3	2.3	15	11.3	7	5.3
3.	32	24.1	13	9.8	9	6.8	10	7.5
4.	24	18.0	5	3.8	10	7.5	9	6.8
5.	25	18.8	7	5.3	10	7.5	8	6.0
6.	19	14.3	4	3.0	9	6.8	6	4.5
7.	20	15.0	8	6.0	6	4.5	6	4.5
8.	21	15.8	3	2.3	9	6.8	9	6.8
9.	25	18.8	8	6.0	11	8.3	6	4.5
10.	21	15.8	4	3.0	7	5.3	10	7.5
11.	53	39.8	19	14.3	20	15.0	14	10.5
12.	41	30.8	12	9.0	16	12.0	13	9.8
13.	26	19.5	4	3.0	12	9.0	10	7.5
14.	31	23.3	5	3.8	10	7.5	16	12.0
15.	33	24.8	5	3.8	14	10.5	14	10.5
16.	22	16.5	3	2.3	11	8.3	8	6.0
17.	31	23.3	7	5.3	12	9.0	12	9.0
18	39	29.3	13	9.8	13	9.8	13	9.8
19	25	18.8	6	4.5	7	5.3	12	9.0
20.	24	25.6	5	3.8	15	11.3	14	10.5

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21.	37	27.8	7	5.3	14	10.5	16	12.0
22.	38	28.6	9	6.8	11	8.3	18	13.5
23.	29	21.8	6	4.5	14	10.5	9	6.8
24.	36	27.1	8	6.0	15	11.3	13	9.8
25.	35	26.3	7	5.3	14	10.5	14	10.5
26.	48	36.1	17	12.8	13	9.8	18	13.5
27.	33	24.8	6	4.5	12	9.0	15	11.3
28.	52	39.1	15	11.3	20	15.0	17	12.8
29.	41	30.8	9	6.8	14	10.5	18	13.5
30.	37	27.8	7	5.3	15	11.3	15	11.3
31.	44	33.1	14	10.5	15	11.3	15	11.3
32.	38	28.6	8	6.0	13	9.8	17	12.8
33.	48	36.1	9	6.8	21	15.8	18	13.5

APPENDIX-T

P_i-P_j Differences Including Z-Score P-Values Among the Attitudinal Sub-Groups for Each ITV Guide Blueprint Objective

Attitudinal Groups

Objective	High Positive	Positive	Not Positive
1	.12[a]	.068[b]	.068[b]
2	.165	.072[b]	.135
3	.143	.173	.166
4	.142	.105	.112
5	.135	.113	.128
6	.113	.075	.098
7	.090	.105	.105
8	.135	.090	.090
9	.128	.105	.143
10	.128	.103	.083
11	.255	.248	.293
12	.218	.188	.210
13	.165	.105	.120
14	.195	.158	.113
15	.210	.143	.143
16	.142	.082	.105
17	.180	.143	.143
18	.195	.195	.195
19	.143	.135	.098
20	.218	.143	.151

21	.225	.173	.158
22	.218	.203	.151
23	.173	.113	.150
24	.211	.158	.173
25	.210	.158	.158
26	.233	.263	.226
27	.203	.158	.135
28	.278	.241	.263
29	.240	.203	.173
30	.225	.165	.165
31	.226	.208	.208
32	.226	.188	.158
33	.293	.203	.226

[a]Statistical decision-rule $p \geq .05$

[b]Statistically non-significant difference

APPENDIX U

Chi-square Analyses of the Crossbreaks and Contingencies Associated with the Attitudinal and Demographic Variables Collected from the Survey Sample Respondents

Source of AV Media Use Instruction

Semester Hours Earned Beyond Last Degree	College	Workshop	In-Service	None	Total
0	19	17	13	5	54
1-15	15	8	9	2	34
16-30	13	7	6	2	28
31-45	4	2	3	1	10
≥46	4	1	1	1	7
Total	55	35	32	11	133

Chi-square = 3.62

df = 12

p >.99 <.98

Source of ITV Use Instruction

Semester Hours Earned Beyond Last Degree	College	In-Service	Workshop	None	Total
0	10	13	10	21	54
1-15	8	9	2	15	34
16-30	3	3	2	20	28
31-45	1	1	2	6	10
≥46	0	1	2	4	7
Total	22	27	18	66	133

Chi-square = 14.26

df = 12

p = >.30 <.20

Frequency of ITV Monthly Use

Semester Hours Earned Beyond Last Degree	0	1-10	11-20	21-30	Total
0	28	25	0	1	54
1-15	16	12	5	1	34
16-31	14	10	3	1	28
31-45	5	2	2	1	10
≥46	3	2	1	1	7
	66	51	11	5	133

Chi-square = 15.73
df = 12
p = >.30 <.20

Availability of ITV

Semester Hours Earned Beyond Last Degree	Yes	No	Total
0	25	29	54
0-15	24	10	34
16-30	18	10	28
31-45	7	3	10
≥46	5	2	7
Total	79	54	133

Chi-square = 6.77
df = 4
p ≥.20 <.10

Availability of ITV Reception

Semester Hours Earned Beyond Last Degree

	School Pool	Classroom Set	Both	None	Total
0	30	5	1	17	54
1-15	12	3	1	18	34
16-30	12	2	1	13	28
31-45	6	0	0	4	10
≥ 46	3	1	1	2	7
Total	63	12	4	54	133

Chi-square = 7.74
df = 4
$p > .20 < .10$

Teaching Assignment Level

Semester Hours Earned Beyond Last Degree

	0	1-15	16-30	31-45	≥46	Total
Elementary	28	17	14	5	5	69
Secondary	26	17	14	5	2	64
Total	54	34	28	10	7	133

Chi-square = 1.19
df = 4
$p > .90 < .80$

Type of Teaching Certificate

Semester Hours Earned Beyond Last Degree

	0	1-15	16-30	31-45	≥46	Total
Provisional	30	17	14	6	5	72
Permanent	24	17	14	4	2	61
Total	54	34	28	10	7	133

Chi-square = 1.46
df = 4
$p > .90 < .80$

Semester Hours Earned Beyond Last Degree

Degree Level	0	1-15	16-30	31-45	≥46	Total
Bachelors or Less	35	24	16	5	4	84
Masters or More	19	10	12	5	3	49
Total	54	34	28	10	7	133

Chi-square = 2.16
df = 4
p >.80 < .70

Source of In-Use Instruction

Years of Teaching Experience	College	Workshop	In-Service	None	Total
1-5	11	13	10	3	37
6-10	2	3	3	21	29
11-15	3	5	2	17	27
16-20	2	2	3	9	16
21-25	1	1	0	8	10
≥26	3	3	0	8	14
Total	22	27	18	66	133

Chi-square = 47.68
df = 15
p >.01

Years of Teaching Experience

Type of Teaching Certificate	1-5	6-10	11-15	16-20	21-25	≥26	Total
Provisional	20	15	15	8	6	8	72
Permanent	17	14	12	8	4	6	61
Total	37	29	27	16	10	14	133

Chi-square = .39
df = 5
p < .99

Years of Teaching Experience

Availability of ITV	1-5	6-10	11-15	16-20	21-25	≥26	Total
Yes	19	17	18	10	7	8	79
No	18	12	9	6	3	6	54
Total	37	29	27	16	10	14	133

Chi-square = 2.16
df = 5
p > .90 < .80

Years of Teaching Experience

Frequency of ITV Monthly Use	1-5	6-10	11-15	16-20	21-25	≥26	Total
0	17	14	11	9	6	9	66
1-10	15	11	12	6	4	3	51
11-20	3	3	2	1	0	2	11
21-30	2	1	2	0	0	0	5
Total	37	29	27	16	10	14	133

Chi-square = 8.55
df = 15
p >.90 <.80

Years of Teaching Experience

Semester Hours Earned Beyond Last Degree	1-5	6-10	11-15	16-20	21-25	≥26	Total
0	8	13	15	7	5	6	54
1-15	10	8	6	5	1	4	34
16-30	14	6	4	2	1	1	28
31-45	3	1	1	1	2	2	10
≥46	2	1	1	1	1	1	7
Total	37	29	27	16	10	14	133

Chi-square = 19.43
df = 20
p >.50 <.30

Years of Teaching Experience

Degree Level	1-5	6-10	11-15	16-20	21-25	≥26	Total
Bachelors or Less	25	20	14	10	7	8	84
Masters or More	12	9	13	6	3	6	49
Total	37	29	27	16	10	14	133

Chi-square = 2.21
df = 5
p >.90 .80

Years of Teaching Experience

Source of AV Media Use Instruction	1-5	6-10	11-15	16-20	21-25	≥26	Total
College	11	15	13	8	2	6	55
In-Service	13	5	5	3	3	3	32
Workshop	12	8	6	4	2	3	35
None	1	1	3	1	3	2	11
Total	37	29	27	16	10	14	133

Chi-square = 16.65
df = 15
p >.50 <.30

Years of Teaching Experience

Availability of ITV Reception	1-5	6-10	11-15	16-20	21-25	≥26	Total
School Pool	16	13	14	9	5	6	63
Classroom Set	4	3	1	0	2	2	12
Both	1	1	2	0	0	0	4
None	16	12	10	7	3	6	54
Total	37	29	27	16	10	14	133

Chi-square = 8.59
df = 15
p >.90 < .80

Frequency of ITV Monthly Use

	Availability of ITV: Yes	No	Total
0	40	26	66
1-10	30	21	51
11-20	6	5	11
21-30	3	2	5
Total	79	54	133

Chi-square = .15
df = 3
p > .99 < .98

Availability of ITV Reception

	Availability of ITV: Yes	No	Total
School Pool	44	19	63
Classroom Set	12	0	12
Both	3	1	4
None	20	34	54
Total	79	54	133

Chi-square = 22.60
df = 3
p > .01

Source of A-V Media Use Instruction

	Availability of ITV		
	Yes	No	Total
College	30	25	55
In Service	20	12	32
Workshop	20	15	35
None	9	2	11
Total	79	54	133

Chi-square = 3.03
df = 3
p > .50 < .30

Source of ITV Use Instruction

	Availability of ITV		
	Yes	No	Total
College	10	12	22
In Service	17	10	27
Workshop	12	6	18
None	40	26	66
Total	79	54	133

Chi-square = 2.36
df = 3
p > .70 < .50

		Attitude Toward ITV			
		High	Positive	Neutral	Total
Teaching Assignment Level	Elementary	35	21	13	69
	Secondary	24	23	17	64
	Total	59	44	30	133

Chi-square = 2.47
df = 2
p = > .30 < .20

		Attitude Toward ITV			
		High	Positive	Neutral	Total
Type of Teaching Certificate	Provisional	34	26	12	72
	Permanent	25	18	18	61
	Total	59	44	30	133

Chi-square = 3.15
df = 2
p = > .30 < .20

		Attitude Toward ITV			
		High	Positive	Neutral	Total
Highest Degree Held	≤ Bachelors	36	31	17	84
	≥ Masters	23	13	13	49
	Total	59	44	30	133

Chi-square = 1.33
df = 2
p = > .95 < .90

		Attitude Toward ITV			
		High	Positive	Neutral	Total
Availability of ITV in School	ITV Available	33	30	16	79
	ITV Not Available	26	14	14	54
	Total	59	44	30	133

Chi-square = 2.16
df = 2
p = > .50 < .30

		Attitude Toward ITV			
		High Positive		Neutral	Total
Use of ITV in Classroom	ITV Used	27	23	15	65
	ITV Not Used	32	21	15	68
	Total	59	44	30	133

Chi-square = 0.45
df = 2
p = .80

		Attitude Toward ITV			
		High Positive		Neutral	Total
Times ITV is Used a Month	Zero	32	20	14	66
	One-Ten	16	21	14	51
	Eleven-Twenty	7	3	1	11
	Twenty-One-Thirty	4	0	1	5
	Total	59	44	30	133

Chi-square = 10.76
df = 6
p = >.30 < .20

		Attitude Toward ITV			
		High Positive		Neutral	Total
Source of Instruction in ITV Use	College	13	3	4	20
	In-service	11	10	5	26
	Workshop	8	7	1	16
	None	27	24	20	71
	Total	59	44	30	133

Chi-square = 8.53
df = 6
p = >.30 < .20

		Attitude Toward ITV			
		High	Positive	Neutral	Total
Source of instruction in A-V Media	College	28	14	13	55
	In-service	13	11	8	32
	Workshop	15	13	7	35
	None	3	6	2	11
	Total	59	44	30	133

Chi-square = 4.03
df = 6
p = > .70 < .50

		Attitude Toward ITV			
		High	Positive	Neutral	Total
Hours Earned Beyond Last Degree	Zero	21	18	15	54
	One-Fifteen	12	14	8	34
	Sixteen-Thirty	14	10	4	28
	Thirty-one Forty-five	9	0	1	10
	Forty-six or More	3	2	2	7
	Total	59	44	30	133

Chi-square = 15.61
df = 8
p = >.05 < .01

		Attitude Toward ITV			
		High	Positive	Neutral	Total
Total Years of Teaching Experience	One-Five	13	13	11	37
	Six-Ten	11	11	7	29
	Eleven-Fifteen	15	5	7	27
	Sixteen-Twenty	8	3	5	16
	Twenty-Twenty One - Five	7	3	0	10
	Twenty-six or More	5	9	0	14
	Total	59	44	30	133

Chi-square = 17.55
df = 10
p = $> .10 < .05$

Type of Teaching Certificate

	TEACHING ASSIGNMENT LEVEL		
	Elementary	Secondary	Total
Provisional	35	37	72
Permanent	34	27	61
Total	69	64	133

Chi-square = .66
df = 1
p = > .50 < .30

Teaching Assignment Level

	YEARS OF TEACHING EXPERIENCE						
	1-5	6-10	11-15	16-20	21-25	≥26	Total
Elementary	14	18	18	8	5	6	69
Secondary	23	10	9	8	6	8	64
Total	37	28	27	16	11	14	133

Chi-square = 7.68
df = 5
p = > .20 < .10

Highest Degree Held

	TEACHING ASSIGNMENT LEVEL		
	Elementary	Secondary	Total
Bachelors or Less	48	36	84
Masters or More	21	28	49
Total	69	64	133

Chi-square = 2.53
df = 1
p > .20 < .10

Source of ITV Use Instruction	FREQUENCY OF ITV MONTHLY USE				
	0	1-10	11-20	21-30	Total
College	11	4	5	2	22
In-Service	9	14	3	1	27
Workshop	10	5	2	1	18
None	36	28	1	1	66
Total	66	51	11	5	133

Chi-square = 18.67
df = 9
$p > .05 < .02$

Source of A-V Media Use Instruction	FREQUENCY OF ITV MONTHLY USE				
	0	1-10	11-20	21-30	Total
College	28	22	4	1	55
In-Service	20	10	1	1	32
Workshop	12	17	4	2	35
None	6	2	2	1	11
Total	66	51	11	5	133

Chi-square = 10.01
df = 9
$p > .50 < .30$

Source of ITV Reception	TEACHING ASSIGNMENT LEVEL		
	Elementary	Secondary	Total
School Pool	28	35	63
Classroom Set	11	1	12
Both	3	1	4
None	27	27	54
Total	69	64	133

Chi-square = 9.92
df = 3
p >.02 <.01

Teaching Assignment Level	ITV AVAILABILITY		
	Yes	No	Total
Elementary	42	27	69
Secondary	37	27	64
Total	79	54	133

Chi-square = .14
df = 1
p >.80 <.70

Frequency of ITV Monthly Use	TEACHING ASSIGNMENT LEVEL		
	Elementary	Secondary	Total
0	34	32	66
1-10	26	25	51
11-20	6	5	11
21-30	3	2	5
Total	69	64	133

Chi-square = .19
df = 3
p> .98 <.95

Highest Degree Held	TYPE OF TEACHING CERTIFICATE: Provisional	Permanent	Total
Bachelors or Less	53	19	72
Masters or More	31	30	61
Total	84	49	133

Chi-square = 7.38
df = 1
p >.01

Frequency of ITV Monthly Use	HIGHEST DEGREE HELD: Bachelors or Less	Masters or More	Total
0	47	19	66
1-10	32	19	51
11-20	4	7	11
21-30	1	4	5
Total	84	49	133

Chi-square = 9.26
df = 3
p >.05 <.02

Source of A-V Media Use Instruction	HIGHEST DEGREE HELD: Bachelors or Less	Masters or More	Total
College	30	25	55
In-Service	22	10	32
Workshop	23	12	35
None	9	2	11
Total	84	49	133

Chi-square = 3.88
df = 3
p >.30 <.20

Source of ITV Availability	HIGHEST DEGREE HELD: Bachelors or Less	Masters or More	Total
School Pool	30	33	63
Classroom Set	7	5	12
Both	3	1	4
None	44	10	54
Total	84	49	133

Chi-square = 14.67
df = 3
p >.01

Availability of ITV	HIGHEST DEGREE HELD: Bachelors or Less	Masters or More	Total
Yes	50	34	
No	29	20	
Total	79	54	133

Chi-square = .0029
df = 1
p >.98 <.95

Source of ITV Use Instruction	HIGHEST DEGREE HELD: Bachelors or Less	Masters or More	Total
College	11	11	22
In-Service	15	12	27
Workshop	4	14	18
None	54	12	66
Total	84	49	133

Chi-square = 25.15
df = 3
p >.01

Source of ITV Use Instruction

	TEACHING ASSIGNMENT LEVEL		
	Elementary	Secondary	Total
College	12	10	22
In-Service	14	13	27
Workshop	4	14	18
None	39	27	66
Total	69	64	133

Chi-square = 6.98
df = 3
p >.10 <.05

Source of A-V Media Use Instruction

	TEACHING ASSIGNMENT LEVEL		
	Elementary	Secondary	Total
College	30	25	55
In-Service	18	14	32
Workshop	15	20	35
None	6	5	11
Total	69	64	133

Chi-square = 1.58
df = 3
p >.70 <.50

Type of Teaching Certificate

	ITV AVAILABILITY		
	Yes	No	Total
Provisional	40	28	72
Permanent	39	26	61
Total	79	54	133

Chi-square = .50
df = 1
p >.50 <.30

Source of ITV Use Instruction	SOURCE OF ITV RECEPTION				
	School Pool	Classroom Set	Both	None	Total
College	10	15	8	30	63
In-Service	5	1	0	6	12
Workshop	1	1	0	1	3
None	6	10	10	29	55
Total	22	27	18	66	133

Chi=square = 15.31
df = 9
p >.10 <.05

ITV RECEPTION SOURCE

Type of Teaching Certificate	School Pool	Classroom Set	Both	None	Total
Provisional	33	9	2	28	72
Permanent	30	3	2	26	61
Total	63	12	4	54	133

Chi-square = 2.32
df = 3
p > .70 < .50

FREQUENCY OF ITV MONTHLY USE

Type of Teaching Certificate	0	1-10	11-20	21-30	Total
Provisional	31	30	7	4	72
Permanent	35	21	4	1	61
Total	66	51	11	5	133

Chi-square = 3.57
df = 3
p > .50 < .30

ITV RECEPTION SOURCE

Frequency of ITV Monthly Use	School Pool	Classroom Set	Both	None	Total
0	45	7	1	13	66
1-10	10	2	1	38	51
11-20	6	2	1	2	11
21-30	2	1	1	1	5
Total	63	12	4	54	133

Chi-square = 47.64
df = 9
p > .01

Source of ITV Use Instruction

	TYPE OF TEACHING CERTIFICATE		
	Provisional	Permanent	Total
College	15	7	22
In-Service	12	15	27
Workshop	9	9	18
None	35	31	66
Total	72	61	133

Chi-square = 2.70
df = 3
$p > .50 < .30$

Source of A-V Media Use Instruction

	TYPE OF TEACHING CERTIFICATE		
	Provisional	Permanent	Total
College	36	19	55
In-Service	14	18	32
Workshop	17	18	35
None	5	6	11
Total	72	61	133

Chi-square = 4.95
df = 3
$p > .20 < .10$

SOURCE OF A-V MEDIA USE INSTRUCTION

ITV Reception Source	College	In-Service	Workshop	None	Total
School Pool	30	20	10	3	63
Classroom Set	6	1	1	4	12
Both	1	1	1	1	4
None	18	10	23	3	54
Total	55	32	35	11	133

Chi-square = 22.07
df = 9
p > .01

SOURCE OF A-V MEDIA USE INSTRUCTION

Source of ITV Use Instruction	College	Workshop	In-Service	None	Total
College	17	2	2	1	22
Workshop	9	8	9	1	27
In-Service	2	11	4	1	18
None	27	14	17	8	66
Total	55	35	32	11	133

Chi-square = 30.01
df = 9
p = > .01